

PROGRAM IN WRITING AND RHETORIC

Faculty Director: Andrea A. Lunsford

Associate Director: Marvin Diogenes

Assistant Directors: Christine Alfano, Nancy Buffington

Writing in the Major Director: Claude Reichard

Hume Writing Center Director: Clyde Moneyhun

Hume Writing Center Associate Director for Honors Writing: Hilton Obenzinger

Hume Writing Center Assistant Directors: Sohui Lee, Kristi Wilson

Lecturers: Christine Alfano, Corinne Arraez (Spring), Paul Bator, Shaleen Brawn, Nancy Buffington, Joel Burges, Subho Chakravarty, Kevin DiPirro, Mark Feldman, Marjorie Ford, Wendy Goldberg, Cheryl Greene, Patti Hanlon-Baker, Arturo Heredia, Scott Herndon, Jonathan Hunt, Donna Hunter, John Lee, Sohui Lee, Melissa Leavitt, Sangeeta Mediratta (Autumn), Kimberly Moekle, Clyde Moneyhun (Winter), Alyssa O'Brien, John Peterson, Gabrielle Ribera-Moyer, Carolyn Ross, Helle Rytkonen, Kim Savelson, Susan Schuyler, Kate Seward, John Tinker, Ann Watters, Jonah Willihnganz, Kristi Wilson, Susan Wyle, Harold Zimmerman

Teaching Affiliates: Regina Arnold (Autumn), Michael Reid (Autumn), Miruna Stanica (Autumn), Emily Wilkinson (Autumn)

Department Offices: Building 460, Room 223, Margaret Jacks Hall

Mail Code: 2085

Department Phone: (650) 723-2631

Email: pwrcourses@stanford.edu

Web Site: <http://pwr.stanford.edu>

Courses given in the Program in Writing and Rhetoric have the subject code PWR. For a complete list of subject codes, see Appendix.

GOALS OF THE PROGRAM IN WRITING AND RHETORIC

The Program in Writing and Rhetoric (PWR) designs and teaches courses that meet the Writing and Rhetoric requirement for undergraduates at Stanford as well as intermediate and advanced writing and rhetoric classes. For more information on the requirement, see the "Courses" section below and the "Writing and Rhetoric Requirement" section of this bulletin.

PWR courses engage students in rhetorical and contextual analysis of texts and substantive research-based argument. Students in PWR courses learn and practice time-tested rhetorical principles to gain increasing control over the intellectual and stylistic elements of their writing; they learn to analyze the ideas and persuasive strategies of others and to apply those insights to their own writing.

Toward these ends, PWR 1 focuses on elements of academic argument: understanding a writer's stance; developing a supportable argumentative thesis; discovering, developing, and deploying cogent proofs; making appropriate organizational and stylistic choices; and understanding the expectations of audiences. The course emphasizes research-based writing, including the effective use of print and non-print sources, primary and secondary sources, and data based on fieldwork. Students enrolled in PWR 1 carry out significant research and use it as the basis for a polished and persuasive research-based argument.

PWR 2 further develops students' skills in writing and oral presentation, emphasizing the ongoing development of content, organization, and style. The course addresses the dynamic interdependence of writing and speaking, as well as the importance of visual and multimedia elements in the effective presentation of research. Students enrolled in PWR 2 have opportunities to draft and revise written assignments and oral presentations as well as opportunities to present the results of scholarly inquiry, with an emphasis on how to work purposefully and well with a variety of presentation media.

As a general rule, students complete a minimum of three major assignments in both PWR 1 and 2. Written assignments vary from 5 to 15 pages in length, and students work intensively on revising each piece of writing. Oral presentations may involve collaborative work as well as multimedia

elements. All assignments involve analyzing a range of texts as well as identifying, evaluating, and using multiple sources in support of academic and research-based arguments. In-class work focuses on how to read with an increasingly critical eye and how to identify, evaluate, integrate, and cite sources effectively.

Writing and Rhetoric classes enroll no more than 15 students, and all classes are conducted as seminars in which participation is crucial. In-class activities include close reading of and responding to the writing of peers; these workshops are augmented by a minimum of three individual or small group conferences with the PWR instructor during the quarter.

THE HUME WRITING CENTER

The Hume Writing Center, located in Room 020 of Margaret Jacks Hall (Building 460), supports student writing in the full range of academic and extracurricular contexts. The center emphasizes support for students writing for PWR, Introduction to the Humanities, and Stanford Introductory Seminars, while also serving all Stanford undergraduates through one-to-one and group tutorials, workshops, and seminars. Other events sponsored or hosted by the center include regular Writers' Nights featuring fiction and poetry readings, the "How I Write" series of dialogues with Stanford faculty, and spoken word performances. For further details on the center, visit the center's web site at <http://hwc.stanford.edu>.

PWR PEDAGOGY PROGRAM

PWR offers ENGLISH 397A, a pedagogy seminar for all graduate students (TAs) from English, Modern Thought and Literature, and Comparative Literature who teach PWR courses as part of their graduate studies. Taught in the Autumn Quarter, the pedagogy seminar focuses on syllabus design, developing writing assignments, and responding to student writing. The history of rhetoric and writing supplies a theoretical foundation as well as practical lessons for how to teach writing and research most effectively. In the Winter and Spring, graduate students continue their pedagogical development through a series of workshops and seminars focused on specific issues in the teaching of writing. Elements of the pedagogy program include class visits; group evaluation of writing assignments; workshops and lectures; a handbook on teaching; a library of teaching materials; a program web site with links to other writing program sites; and individual work with mentors and peers.

TRAINING FOR PEER WRITING CONSULTANTS

PWR offers PWR 195, a course on the tutoring of writing for undergraduates selected to serve as peer writing consultants in the Hume Writing Center and across the campus. PWR 198 serves undergraduates who plan to work as tutors in area high schools as part of the Ravenswood Writes project.

COURSES

The Writing and Rhetoric requirement approved by the Faculty Senate in May 2001 includes courses at three levels. The first-level course, taken in the first year, can be satisfied by courses in PWR or Structured Liberal Education; the curriculum emphasizes analysis and research-based argument. The second-level course, to be completed by the end of the sophomore year, is a writing and oral/multimedia presentation course taught by the Program in Writing and Rhetoric and by other programs and departments; completion of Structured Liberal Education also satisfies the second-level requirement. The third-level course is a Writing in the Major (WIM) course taught in each major, providing students with systematic opportunities to develop skills for writing in their chosen fields. A list of certified WIM courses may be found in the table of "Undergraduate Major Unit Requirements" in the "Undergraduate Degrees and Programs" section of this bulletin. WIM course descriptions may be found under individual department and program sections.

The sequence of required courses provides a coordinated approach responsive to how students mature as writers, researchers, and presenters during their undergraduate years. At each level, students develop greater sophistication in conducting inquiry and producing scholarly work in

progressively more specific disciplinary contexts.

Before the term in which students enroll in the first two levels of the requirement, they review course descriptions on the program web site at <http://pwr.stanford.edu>. After reviewing the offerings, students submit a list of top choices, and the PWR office assigns students to courses based on these preferences.

THE WRITING AND RHETORIC 2 REQUIREMENT

As noted above, the second-level course requirement may be satisfied through completion of courses offered through PWR or by other programs and departments. Before the quarter in which students are assigned to enroll in the second-level course, they will be able to review all available courses that meet the requirement on the program web site at <http://pwr.stanford.edu>. In addition to PWR 2, designated Center for the Teaching of Learning (CTL) courses and Stanford Introductory Seminars (SIS) satisfy the second-level Writing and Rhetoric requirement (Write-2). SIS courses require an additional application form; see <http://introsems.stanford.edu> and the SIS Winter and Spring supplements for more information.

COMMUNITY WRITING PROJECT (CWP)

Students may elect to enroll in a section of PWR 1 or 2 designated as “CWP” on the PWR web site. Students in CWP sections complete at least one project during the term (a grant proposal, pamphlet, news article, profile, or web site) for a local community service agency. The program provides an orientation for each CWP section, including a description of participating agencies. Community Writing Project assignments are then made in consultation with the instructor, the agencies, and the program.

PWR 1. Writing and Rhetoric 1—Fulfills first level of the writing requirement. Rhetorical and contextual analysis of readings, research, and argument. Focus is on development of a substantive research-based argument using multiple sources. Individual conferences with instructor.

4 units, Aut, Win, Spr (Staff)

PWR 2. Writing and Rhetoric 2—Further work in developing skills in argument and research-based writing, with emphasis on oral presentations of research-based arguments. Individual conferences with instructor. Prerequisite: PWR 1.

4 units, Aut, Win, Spr (Staff)

PWR 4. Directed Writing—Further work on developing writing. Analysis and research-based argument, writing for a range of audiences and in varied disciplinary contexts. Workshops and individual conferences. May be repeated for credit. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

3-4 units, Aut, Win, Spr (Staff)

PWR 5. Independent Writing—Individual writing project under the guidance of a PWR instructor. May be repeated for credit. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

1-5 units, Aut, Win, Spr (Diogenes, M)

PWR 6. Writing Workshop

1 unit, Aut (Staff)

PWR 91. Intermediate Writing—For students who have completed the first two levels of the writing requirement and want further work in developing skills in argument and research-based writing, emphasizing discipline-specific contexts and nonfiction genres. Individual conferences with instructor and peer workshops. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

3 units, Spr (Staff)

PWR 191. Advanced Writing—Open to undergraduates and graduate students. Crafting nonfiction prose in a range of genres. Focus is on the relationship of genre and form; attention to developing stylistic versatility. Individual conferences with instructor. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

3 units, Spr (Diogenes, M)

PWR 192. Projects in Research, Writing, and Rhetoric—Advanced work on research projects, early drafts of theses, expository excursions, manifestos, scripts, first-hand accounts, investigative reports, proposals, comic disputations, and other textual, rhetorical and imaginative explorations. Shared work, discussions, and examination of methods, rhetorics, and styles in all disciplines. May be repeated for credit. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

1-5 units, Aut (Obenzinger, H)

PWR 193. Writing the Honors Thesis—For students from all majors in the process of writing an honors thesis. Review of key elements of thesis process, including literature reviews, structure, argumentation, style, and documentation. Group and individual workshops. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

1-5 units, Win, Spr (Obenzinger, H)

PWR 194. Topics in Writing and Rhetoric—Further work in theories and practices of rhetoric. Topics may include the intersections of technology with writing and rhetoric, rhetorical practices in different time periods and locations, and major figures in the rhetorical tradition. Prerequisite: first two levels of the writing requirement or equivalent transfer credit.

4 units, Spr (Staff)

PWR 195. Peer Writing Tutor Training Course—For students selected to serve as peer writing tutors in the Stanford Writing Center and/or at other campus sites. Readings on and reflection about writing processes, the dynamics of writing and tutoring situations, tutoring techniques, learning styles, diversity, and ethics. Observation of tutoring sessions, written responses to readings, and other written work.

3 units, Spr (Moneyhun, C)

PWR 198X. Tutoring with Adolescents: Ravenswood Writes—(Same as EDUC 198X.) Strategies and approaches for teaching writing to students from diverse backgrounds and languages, and cultural and learning styles. Course prepares students to become tutors for Ravenswood Writes. Prerequisites: application and committee approval.

3 units, Spr (Ball, A; Tinker, J)

This file has been excerpted from the *Stanford Bulletin*, 2007-08, pages 70-72. Every effort has been made to ensure accuracy; post-press changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin web site at <http://bulletin.stanford.edu> for additional information.