

**WRS 105—FALL 2025**  
**UNIVERSITY OF MIAMI**  
**Tuesday & Thursday; 8 am-9:15 am**

**Instructor:** Raul Martin IV  
**Office Hours:** Tuesdays 10:00 am-11 am and by appointment  
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**Course Description**

The first semester course in our one-year sequence introduces students to college-level reading, writing, and thinking. The class provides students with a small-scale version of the larger discourse community they have joined, one that values critical thinking and fosters an understanding of the ways in which ideas are constructed and expressed. Students work on a sequence of writing assignments that enable them to exercise habits of mind and methods of inquiry that yield sophisticated questions and significant answers. Classroom work is oriented toward the students' own process of writing: They learn ways to improve their own work and provide constructive feedback on that of others. Instructors may ask students to write, keep reading response journals, blogs, or chat online using the Blackboard course system, as well as to produce polished, formal papers--all with the goal of helping them develop and organize complex ideas, and gain awareness of how to address various audiences for various purposes.

[WRS 105 Guidelines FA23 Canvas]

In this section of WRS 105, we will write personal literacy narratives, visit surrounding art museums and installations, review readings by writing scholars and students from *Writing about Writing*, and complete a research project on a discourse community.

**Learning Outcomes**

By the end of this course, students will be able to,

1. Demonstrate effective written communication skills in relation to specific rhetorical tasks.
2. Construct original, well-reasoned arguments using a range of materials.
3. Integrate and synthesize appropriate and relevant primary and secondary sources in their writing.

Specific activities planned to meet student learning outcomes,

- Record life details that influence your literacy narrative through interview(s), oral histories, or media such as pictures, videos, or objects (SLO 1)
- Integrate and synthesize evidence from readings and experiences into arguments (SLO 3)
- Engage in the peer-review processes to reinforce learning and practice of writing (SLO 1,2,3).

**Text**

*Writing about Writing* pick up (or purchase) at your Campus Bookstore.

**Blackboard Access**

This course will use Blackboard Ultra as a primary means of submitting work and accessing course materials like Discussion Boards, Journals, and Assignment Portals. Students may access this course's Blackboard Course Shell through their laptop or desktop computers. The Richter library also hosts several stationary desktops and access to printers you may use to access course work.

**[Writing Center \(language from University of Miami's site, "Welcome to the Writing Center"\)](#)**

The Department of Writing studies hosts the Writing Center. The Center offers free, one-on-one assistance to students with all types of writing concerns, where we can help at any stage of the writing process, from brainstorming to final revisions. The Writing Center also advises and offers support to faculty in all disciplines. We serve all of the University of Miami community, including undergraduate and graduate

students, faculty, and staff. Click the underlined text above to visit their site and learn more or to make an appointment. The writing center is located on the ground floor of the Otto Richter Library at UM's Coral Gables Campus.

### [Academic Resource Center \(language from University of Miami's site, Camner Center for Academic Resources\)](#)

The Camner Center for Academic Resources at the University of Miami offers a multitude of resources for every constituent of the University of Miami community: students, parents, faculty, staff, and administrators. Our goal is to provide resources to help manage success and advance potential. The Camner Center for Academic Resources hosts the services listed below. Click the underlined text to visit the respective service site(s) to learn more or make an appointment.

#### [Tutoring Services](#)

The Peer Tutoring Program at the Camner Center for Academic Resources offers University of Miami students support in achieving their academic goals. The Peer Tutoring Program currently has over 100 peer tutors knowledgeable in various subjects, both undergraduate and graduate, working to help fellow students reach their academic goals

#### [Learning Specialist](#)

The Learning Specialist works one-on-one with students to develop college study skills and time management to achieve academic success.

#### [Office of Disability Services](#)

The Office of Disability Services (ODS) is the primary university office responsible for the coordination of auxiliary aids and services for students with disabilities.

#### [Independent Learning Initiative](#)

The Independent Learning Initiative is an academic support program that provides structure, instruction, and monitoring for students who need additional guidance during the college experience.

#### [Counseling Center](#)

Along with excitement and new opportunities, college can bring on a new host of challenges and stressors that can interfere with academic success. Our mission is to provide high quality services for students from all backgrounds. From individual counseling to online resources, the Counseling Center is here for you. Click the underlined text above to visit their site to learn more or make an appointment.

#### [Title IX and Mandatory Reporting Status](#)

Click this link above to visit the University of Miami Title IX site to report sexual misconduct and child maltreatment. You may visit the Title IX site and learn more about Title IX Coordinators, Investigators, and Liaisons [here](#).

“Title IX is a federal civil rights law passed as part of the Education Amendments of 1972. This law protects people (students, employees, and others) from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Covered Persons at educational institutions are protected by Title IX — regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin — in all aspects of the institution’s educational programs and activities.”

### **Regular Course Activities**

Offline Readings from *Writing about Writing*

Offline/Online Discussions

In-Class/Online Wiki

In-Class Weekly Journal Entries

In-Class Peer Review

### **Activity Descriptions**

### **Offline Readings from *Writing about Writing***

Students will read professional articles throughout the semester. These professional readings will align with learning outcomes and project assignments. By appraising professional reading(s), students will apply reading strategies to essays about everyday topics, making application of reading and writing to life outside of class explicit. Discussion board prompts are tied to Professional Reading selections to help solidify class discussion outside of class.

### **Offline Discussions**

Students are expected to regularly engage in round robin discussions as part of the criteria for this course. While sharing in class is preferred, you may also post your round robin on the designated discussion board forum.

### **In-Class/Offline Wiki**

Students will draft, edit, and collaborate to provide their classmates (and themselves) with a glossary of terms and conceptual frameworks required for major writing projects. The Wiki is a “living document” all students may engage with to edit, revise, or revamp as the course goes on. However, engagement with the Wiki will start just after we have reviewed each unit’s reading material. The idea is to create a glossary of terms we may return to as the semester progresses.

### **In-Class Weekly Journal Entries**

Students will be expected to write and submit participatory Journal Entries during class each week. Weekly Journal Entries provide fodder for larger writing projects and help generate ideas from a prompt that relates to that week’s discussion topic, selected reading, or lecture. Through in class writing, students will also experience the benefits of routine writing time that will surely engender continued attention to the craft of writing throughout their college and career.

### **In-Class Peer Review:**

Revision is a labor of love. Students will engage in weekly peer-to-peer in-class review of their Journal Entries or larger project writing. Peer-to-peer revisions will take place in the classroom after weekly journal entries.

### **Major Assignment Outline**

Unit 1 Literacy Narrative Week 1 to 5

Unit 2 Grounding/Outside Field Trip Week 5 to 10

Unit 3 Multimodal Discourse Community Week 10 to 15

Final Portfolio

### **Policies and Responsibilities**

- You are required to attend class in-person.
- I will take attendance each day. Tardiness will not exclude you from joining the class, but I ask that you come see me to ensure you are marked present.
- Any scheduled absences must be communicated ahead of time. Students may miss up to three times throughout the semester. (except for documented emergencies or official University absences).
- I highly encourage you to come to class with questions, concerns, and notes from readings and assignment prompts. Your engagement with the material outside of class and during class will sharpen your learning and that of your classmates.
- An absence will not alter due dates for written assignments. Please make arrangements to have your work submitted on time.
- All changes to the syllabus will be provided to the students in writing before the implementation of the change.
- Students’ Responsibility: This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the rules, policies,

regulations, and ethical standards of The University of Miami as those contained in the current UM Catalog and schedule of classes.

- **Instructor's Responsibility:** In my pedagogy, I will be straightforward and honest with students, offering a legitimate reason for delays and alterations to the syllabus, assignment, or schedule. I will be professional and cordial in personal interactions; I will not embarrass or disparage you on discussion forums and in-person. I will be positive and encourage students, as I would like to commend you for what you know, not penalize you for what you do not.

### **Grading Policies**

This course adopts the un-grade method, whereas your participation and development as a writer is what determines your passing this course. Basically, at the beginning of the semester I will hand out a 'Grade Contract' that will unburden you from the anxiety of grades and hopefully create a space where what you learn in this course is what you take away, not a letter grade. Of course, I must transfer the final assessment of your final portfolio to a grade but everyone who completes each assignment, participates, and attends class will receive an 85 as baseline. Extra "points" are rewarded for exceptional and outstanding work.

[Click here to see a copy of the "Grade Contract."](#) Please sign (virtually or physically) and return to me by the end of the first week of the course.

Also, please remember that I cannot discuss grades via email or on the phone, so we will need to speak in person. You may [email](#) me to set up an in-person meeting.

**Feedback:** I will post feedback routinely (generally within 48 hours) as stated on the course schedule. My feedback will be generative and encourage you to develop and improve your writing. I will not penalize you for what you do not know but try to engender learning through constructive feedback on points you may benefit from noticing.

### **Accessibility and Accommodations**

Please let me know if you need any accommodations as documented by the Office of Disability Services (ODS): "The Office of Disability Services (ODS) provides academic accommodations and support to ensure that students with disabilities are able to access and participate in the opportunities available at the University of Miami?" (<http://umarc.miami.edu/arc/ODS.html>). If you need accommodations but do not yet have them documented, please contact ODS at (305) 284-2374.

### **Well-Being Resources and Support**

As you complete your coursework, consider how you can maintain your health and well-being as a top priority. To help you become familiar with the many programs and services available on campus, review the information collected on the Division of Student Affairs Student Well-Being and Resiliency website available at [miami.edu/well-being](http://miami.edu/well-being). Please reach out to me or any of the resources listed on that site if you need assistance or support throughout the semester.

### **Academic Integrity**

This course will observe the University of Miami Student **Honor Code and Academic Integrity Policy** as explained on the Honor Council page (<https://doso.studentaffairs.miami.edu/honor-council/honor-code/index.html>). Plagiarism is a serious violation of the Student Honor Code and failure to credit ideas or words that are not your own (including computer-generated paraphrase) is a form of plagiarism and will be treated seriously. Students are expected to document, acknowledge, and cite appropriately even in drafts or partial assignments.

### **Position on AI** (language directly from [\(PETAL\)](#))

If you use AI tools in any part of your work, you are responsible for the final product of that work, both academically and in the workforce. We will survey case studies of AI usage and inquire upon its limitations.

Course CalendarDate	Readings and Assignments / Class Work	Note
<p>Week 1:</p> <p>8/19 + 8/21</p> <p>Narrative</p>	<p>Introductions</p> <p>Tools:Wiki &amp; Journal</p> <p>LMS: Blackboard</p> <p>What is a Literacy Narrative?</p> <p>Journal Entry #1: First Literacy Impression</p> <p>Revise Writing</p>	<p>- “About Me” Index Card</p> <p>- Course expectations</p> <p>- Share an object or photo that resembles your literacy narrative.</p> <p>- In-class writing</p> <p>- Independent or Peer-to-peer revision</p>
<p>Week 2:</p> <p>8/26 + 8/28</p>	<p>Read WAW pp.293-302</p> <p>Round Robin</p> <p>Who counts as a literary sponsor?</p> <p>Wiki Terms</p> <p>Journal Entry #2: Who is your literacy sponsor(s)?</p> <p>Revise Writing</p>	<ul style="list-style-type: none"> <li>● ½ Discussion</li> <li>● ½ Lecture</li> <li>● Give example of one of your literacy sponsors</li> <li>● Independent or peer to peer revision</li> <li>● Add student example optional reading.</li> </ul>
<p>Week 3:</p> <p>9/2 + 9/4</p>	<p>Submit 1st Draft Literacy Narrative</p> <p>How do I end a literacy narrative?</p> <p>Journal #3: Why is my relationship to literacy important to me? Others?</p> <p>Revise Writing</p>	<p>-Feedback returned before next Thursday class</p> <p>- Independent or peer-to-peer revisions.</p>

Course CalendarDate	Readings and Assignments / Class Work	Note
<p>Week 4:</p> <p>9/9 + 9/11</p>	<p>Group Annotations</p> <p>Recap and Synthesize Journal's #1-3 In class</p> <p>Round Robin</p> <p>Journal #4 Editorial Plan for Literacy Narrative</p>	<p>-Perusall Group Annotations: WAW 306 - 320</p> <p>- Independent or peer-to-peer revisions of draft.</p>
<p>Week 5:</p> <p>9/16 + 9/18</p> <p>Narrative / Grounding</p>	<p><b>Submit Literacy Narrative</b></p> <p>Introduce local art spots and UM museums to observe</p> <p><b>Wiki Terms</b></p> <p>What is an artifact?</p> <p><a href="#"><u>Read Fleckenstein in Rhetoric, Through Everyday Things Materiality's Rhetorical Work</u></a></p> <p>Journal # 5 Consider Artifact for Paper</p>	<p>- Submit on Blackboard</p> <p>- Discuss local areas to visit and observe critically.</p> <p>-Bring example artifact narrative to class.</p> <p>- Invite students to suggest their own artifact.</p> <p>- Provide Feedback on Artifact choice</p> <p>- Add student example optional reading.</p>
<p>Week 6:</p> <p>9/23 + 9/25</p>	<p>What is the context of my artifact?</p> <p>How do I discuss my artifact?</p> <p>Journal # 6 Draft outline/research plan for your artifact project</p> <p>Round Robin</p>	<p>- Demonstrate method to analyzing artifact</p> <p>- Discuss artifact and research plans.</p> <p>- Limit options of artifact locations (Lowe and Kislak) OR limit artifacts themselves.</p>

Course CalendarDate	Readings and Assignments / Class Work	Note
<p>Week 7: 9/30 + 10/2</p>	<p>Group Annotations</p> <p>How do I conclude my Artifact Project/Paper?</p> <p>Journal #7 Editorial Plan for Revisions of Artifact Paper</p> <p>Submit Artifact Paper Draft</p>	<ul style="list-style-type: none"> <li>- Perusall Group Annotations: WAW pg. 87-92.</li> <li>- Submit on Blackboard</li> <li>- Independent or peer-to-peer feedback</li> <li>- Practice Online Artifacts in class</li> </ul>
<p>Week 8: 10/7 + 10/9</p>	<p>Revise Draft in class</p> <p>What else should I be doing with my paper?</p> <p>How do I talk about my writing?</p> <p>Journal #8: Submit location of your artifact (if walkable from class)</p>	<ul style="list-style-type: none"> <li>-Share feedback on Artifact Paper</li> <li>- Share itinerary for next week's field trip(s). Depending on how many students selected artifacts on UM campus, we will make time to visit them next week. Enlighten us about the artifact you chose.</li> </ul>
<p>Week 9: 10/14 + 10/16</p>	<p><b>FIELD TRIP: Group walk to UM Artifacts and Discuss Your Findings w/ class</b></p>	<p>-Both days</p>
<p>Week 10: 10/21 + 10/23</p> <p>Grounding / RPG</p>	<p>How do I identify a Discourse Community?</p> <p>Read WAW pg. 30-41</p> <p>Round Robin</p> <p>Wiki Terms</p> <p>Journal # 9 Explore a potential DC through conversational inquiry</p>	<ul style="list-style-type: none"> <li>-Conversational Inquiry and Rhetorical Spaces</li> <li>- Construct Groups for Campaign in class</li> <li>- Ask students to share their experiences within their group campaigns.</li> <li>- RPG DC Slide Deck</li> <li>- Construct Groups</li> </ul>

Course CalendarDate	Readings and Assignments / Class Work	Note
Week 11: 10/28 + 10/30	Revise Writing What is the Multimodal DC Assignment? Rationale / Presentation Read WAW pp. 574-585 Group Annotations Journal #10 Share mode and DC Rhetorical Situation	<ul style="list-style-type: none"> <li>● Share options and resources for creating multimodal presentations</li> <li>● Introduce Examples</li> <li>● DC Community Rhetorical Situation (subject, audience, exigence, writer, etc.)</li> <li>● Perusall Annotations in class</li> <li>● Add student example optional reading.</li> </ul>
Week 12: 11/4 + 11/6	Workshop Writing Section in Class	<ul style="list-style-type: none"> <li>● Both days</li> </ul>
Week 13: 11/11 + 11/13	Troubleshoot Multimodal Projects in Class	<ul style="list-style-type: none"> <li>● Both days</li> </ul>
Week 14: 11/18 + 11/20	Present Multimodal Projects	<ul style="list-style-type: none"> <li>● Both days</li> </ul>
Week 15: HOLIDAY BREAK	HOLIDAY BREAK	ENJOY YOUR HOLIDAY BREAK!
Week 16	Final Portfolio Due 12/1 <ul style="list-style-type: none"> <li>● Literacy Narrative</li> <li>● Artifact Project</li> <li>● Multimodal DC</li> <li>● Reflection Piece</li> </ul>	Submit on Blackboard