Frank Batten School of Leadership and Public Policy
University of Virginia

Public Policy Writing Lab
PPOL 3001-200
Fall 2014

Instructor: Charity Fowler
Course Time: Monday 2:00-2:50PM
Classroom: Nau Hall 242

Email: cfowler@virginia.edu
Office: Garrett L027
Phone:
Office Hours: I am on campus three days a week, and can usually be found in my office during the following hours. You are welcome to drop by, but the best way of being assured you get to meet with me at a specific time and do not have to wait is to make an appointment. Hours available:

> Mon 9am-1pm, 3pm-6pm
> Tues 3pm – 6pm
> Wed 9am-12pm, 1pm-5pm

I will respond to emails as quickly as possible. If you do not receive a response from me within 24 hours during the work week (M-F), please send another email. If you email after 5PM on Friday, I reserve the right to not respond until Monday morning.

Course Description and Objectives

The goal of this course is to develop students' writing skills in professional and policy writing. Students will learn to write effectively by honing their ability to:

- Write clearly and concisely.
- Write with purpose and conviction
- Connect with multiple audiences
- Employ appropriate rhetorical strategies
- Use logical arguments and recognize logical fallacies
- Organize their writing to create the greatest impact
- Use technology to complement and strengthen the presentation of their message.

Throughout the course, special attention will be paid to specific challenges faced in the world of policy and political writing and we will develop strategies to meet and overcome those challenges.

To achieve these objectives, the class will consist of the following:

- Consistent writing: We will be writing in each class, for at least part of the class time, allowing you to be constantly creating, revising and improving your writing
- Consistent feedback: My job as your instructor is to help you become the best writer you can. To that end, you will receive written feedback from me regularly. I am also available for one-on-one meetings to provide in-depth feedback.
- Peer review: Throughout the semester, you will also be working with your peers, giving and receiving feedback on your writing. Particularly since we are writing for the public forum, peer review gives you a chance to test your ideas against those of others and provides you with a second pair of eyes to evaluate your writing and suggest areas to strengthen. We are all not just writers; we are also readers.
- Discussion: This is a lab, not a lecture class, and therefore, I will be doing very little lecturing. Instead, each week will have a subject we will be considering in depth, and I will facilitate and guide that discussion so that it is a productive one.

Attendance, Participation and Late Work

Because this class is a lab class without a textbook, most of the learning will take place via the discussion and the writing exercises and review. Thus, the only way you can obtain the material is by being present in the class. I do not accept late work (unless approved by me in advance), so if you are going to miss class on a day when something is due, you need to upload it to the course Collab DropBox by the beginning of the class time. There will be times when I will use a PowerPoint or assign readings. In those instances, the material will be posted on Collab for your reference, but, again—you will not get the benefit of the class, nor can you be successful in the class, if you do not attend the class regularly. Included in your class participation grade will be discussion, group work, and all homework. You reading assignments and major writing assignments are listed on the course schedule, but be aware that there will be occasional written homework and/or quizzes, which will count toward your class participation.

Honor Code

As in all courses at UVA, the Honor Code applies in this class (http://www.virginia.edu/honor). We will be discussing plagiarism in the course, but you should be familiar with it and know how to avoid it (http://www.virginia.edu.honor/wp-content/uploads/2012/09/PlagiarismSupplement2011.pdf).

Grading

Class participation:	40%
In-class writing exercises:	30%
Writing project #1:	10%
Writing project #2:	10%
Visual argument	10%

Writing Projects

You will have two writing projects which you will complete mostly outside of class (aside from peer review). These will serve as your mid-term and final assessment. Each will be ~500 words. The first project will be a rhetorical analysis of persuasive policy article/blog post/memo of your choosing. The second will be a short policy argument on the topic of your choosing.

Visual Argument

The visual argument will be part of your final assessment. Don't worry! It will be short and painless and connect directly to your short argument. It will help you practice the effective blending of image and text.

Course Schedule
(Subject to revision of weekly homework assignments - I will give you advance notice)

Assignment/Activity

Sept 1   **In Class:** Introduction & Diagnostic
Homework:
 • **READ:**
  ○ Ethos (http://writingcommons.org/open-text/information-literacy/rhetorical-analysis/rhetorical-appeals/585-ethos)
  ○ Logos (http://writingcommons.org/open-text/information-literacy/rhetorical-analysis/rhetorical-appeals/593-logos)

Make Your Case

Sept 8   **In Class:** Rhetoric Appeals: Ethos and Logos
Homework:
 ○ **READ:**
  ▪ Pathos (http://writingcommons.org/open-text/information-literacy/rhetorical-analysis/rhetorical-appeals/591-pathos)
  ▪ Kairos (http://writingcommons.org/open-text/information-literacy/rhetorical-analysis/rhetorical-appeals/595-kairos)
 ○ **FIND:** Start hunting for an article or argument you would like to use for your rhetorical analysis

Sept 15   **In Class:** Rhetorical Appeals: Pathos and Kairos *Homework:* ○ **READ:** "The Language of Argument" - on Collab
Sept 22   **In Class:** Evidence (Facts, Opinions & Judgments) *Homework:* ○ Finish first draft of rhetorical analysis

Stop, Write, Revise	

Sept 29	**Due:** First Draft of Rhetorical Analysis (bring 2 printed copies to class)
	In Class: Peer Review
	Homework:
	o **READ:**
	    • "Eliminate to-be verbs" (http://writingcommons.org/open-text/style/sentence-structure/101-eliminate-to-be-verbs)
	    • "Edit strings of prepositional phrases" (http://writingcommons.org/open-text/style/sentence-structure/99-edit-strings-of-prepositional-phrases)

Say What You Mean; Mean What You Say	

Oct 6	**In Class:** Incisive Decluttering
	Homework:
	o **READ:**
	    • Reframe the Debate (http://ctb.ku.edu/en/table-of-contents/advocacy/encouragement-education/reframe-the-debate/main)
	    • Active Voice (http://writingcommons.org/open-text/style/voice/103-use-the-active-voice)
	    • Sentence Structure (http://writingcommons.org/open-text/style/sentence-structure/100-select-an-appropriate-sentence-pattern)

Oct 13	**Due:** Final Draft of Rhetorical Analysis **In Class:** Style, Words and Framing the Issue *Homework:* o **READ:** "What Logical Plan Informs Your Organization?" – (http://writingcommons.org/open-text/writing-processes/organize/organize-structure)
Oct 20	**In Class:** Organization *Homework:* **READ:** TBA

Making a Connection

Oct 27	**In Class:** Show them what they don't know *Homework:* ○ **READ:** TBA ○ **DECIDE:** Topic for short argument and visual argument
Nov 3	**In Class:** Culture Clash *Homework:* ○ **READ:** TBA
Nov 10	**In Class:** Playing Politics *Homework:* ○ **WRITE:** Finish first draft of short argument

Stop, Write, Revise

Nov 17	**Due:** First Draft of Short Argument **In Class:** Peer Review *Homework:* ○ **READ:** TBA

Visual Impact

Nov 24	**In Class:** Showcase your vision *Homework:* ○ **CREATE:** visual argument
Dec 1	**Due:** Final Draft of Short Argument **Due:** Visual Argument **In Class:** Visual arguments

Thanks for a great semester! Have a fantastic holiday, and remember I'm still available to offer help on specific projects if you want to come see me in the spring.