WRTG 3020/3030/3040 Section 800, Fall 2004
Advanced Composition: Writing about Cultural Issues
TR: 9:30-10:45 a.m., HUMN 160

Instructor: Dr. Arne Bliss
Office: ENVD 1B27D
Office hours: TR 1-2:30 p.m. and by appointment
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Course Objectives:

WRTG 3020/3030/3040 (ESL Section) will be conducted as an intensive writing workshop about the relationship between culture, the individual, and society. Now, and in the future, you will be expected to write and speak clearly to people inside and outside your field. This course aims to help you develop and improve your skills in critical thinking, analytical reading, persuasive writing, and oral presentation.

Required Texts:

Recommended References:
A good dictionary, e.g. Webster’s Collegiate Dictionary: Elements of Style (Wm. Strunk and E.B. White);
a thesaurus , e.g., Roget’s Thesaurus; a reference to the Internet, e.g., ONLINE! (Andrew Harmack and Eugene Kleppinger, 1997, St. Martin’s Press); Harbrace College Handbook (Hodges, et al., 1998, Harcourt Brace Publishers)

The primary text for the course will be your writing and that of your classmates. You will be expected to provide copies of your writing assignments for discussion. These assignments must either be typed (double space, full page, stapled when necessary), posted to the course website, or on disk as assigned. Assignments are due at the beginning of class on the date assigned. The class will work together as a team to improve each assignment through constructive criticism and oral or written commentary as assigned. This class will use computer-mediated instruction, so most assignments will be conducted through the use of the Internet.

If you must miss class when you have a paper or revision due, please be sure that it is posted in the course website prior to the class. Late assignments most likely will not be accepted, but I do enjoy hearing your excuse anyway.

Attendance is obligatory. If you must miss class, obtain from a classmate the information or assignment given during the session. Excessive absences (i.e., more than three) will negatively affect your term grade at the rate of 1/3 grade per absence after three; likewise tardiness. More than five absences will result in an “F” for the course; in the case of illness, more than four excused absences will result in an “IW” for the course.

Disability Statement: If you qualify for accommodations because of a disability please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

Second or Subsequent Language Statement: If you speak English as your second or subsequent language, please notify me of your home language and any real or potential difficulties you may have in listening, speaking, reading, or writing in English.

WRTG 3020/3030/3040 Course Requirements:
This course requires short writing assignments analyzing specific issues as well as two 5-6 page persuasive essays using analysis and argument. In addition, critique of papers, oral presentations, and participation in class discussions and group projects will be expected. Review of grammar, diction, vocabulary, and style issues will be undertaken as needed and appropriate. Participation in and out of class (online) counts heavily in the term grade.

We will attempt to work on each person’s writing project at least once per week, and drafts are to be distributed in advance of discussion. You will be required to present a critique or lead discussion about other students’ papers; the critique may be oral or written as assigned. Even though you only submit your papers for grading on the due dates, you will want to work on your papers daily. To receive a grade, submitted papers must be reviewed in class while they are “in progress”—a “first draft” final version of a paper will not receive a grade.

Grading Standards:
These standards apply to essays as well as other written assignments. Grades for oral presentations are based on content, clarity, form, and delivery.

A Exceptional in form, content, and style: original, substantive, insightful, persuasive, well organized and written in a clear, graceful, error-free style.

B A good, interesting paper demonstrating control of the form plus above average thought and writing craft. The paper may have no major flaws that compromise its effectiveness or readability.

C An adequate paper that has a form, but one that may contain weaknesses. The paper will fulfill the basic requirements of the assignment but say little of genuine importance.

D Contains deficiencies in form, content, or mechanics.

F Incoherent, lacking in form, or not turned in when due.

Spelling, typographical, and grammar errors are an insult to the reader and are unacceptable. These kinds of errors, if not corrected by final submission of written assignments, will negatively affect grades on those assignments. Grades will not be given on assignments while they are in process.

Term grades will be based on performance in several areas; approximate percentages are as follows:

40% General assignments: attendance, discussion, oral and written critiques, oral presentation (team and individual), group work, and short assignments

60% Essays: analysis and argument

Plagiarism:

Submitting another person’s work as your own or failing to credit the ideas or work of others included in your written or oral presentations will result in an automatic “F” for the assignment. Other ramifications, according to the Honor Code, will also result. Plagiarism is a form of cheating. Document your sources accurately in text citations and a reference list according to standard APA, MLA, or CBE format. Your writing handbook explains the acceptable format and provides models for citation. You are responsible for using correct format; choose the format used in your major field and do not switch back and forth between style systems.

WRTG 3020/3030/3040 ESL Section -- Fall 2004
Dr. Anine Bliss
OVERVIEW OF TERM ASSIGNMENTS

GENERAL ASSIGNMENTS (40%)

Participation/Short Assignments (30%)
  Discussant/Referree on Drafts (multiple, ongoing)
  Summary and Discussion of Readings
  Project Proposal for Argument Paper
  Other Short Assignments (few, oral and written)

Oral Presentation (10%)
  Formal and Informal Oral Presentations (team, individual)

PERSUASIVE ESSAYS (60%)

Analysis
  Argument

BLOCK 1:

Introduction to Analysis, Persuasion, Organization, and Writing
Reading/Discussion (Continues through Block 2 and Block 3)

BLOCK 2:

Analytical Essay (Maximum text length: 1500 words -- 4-6 pages)

  Topic: (1) Analysis related to essays and issues presented in the text book; OR
  (2) Cultural Issues related to your field of expertise or experience; OR
  (3) Current cultural issues and their social implications

  Audience: Specific and appropriate

  Format: Essay or Formal report (e.g., short report, memo, letter)
  Publishable

BLOCK 3:

Argumentative Essay, Proposal, or Project Report (Maximum text length: 1500 words -- 4-6 pages)

  Topic: (1) Argue in depth about a national or international cultural issue; OR
  (2) Argue in depth about a cultural issue or policy related to your field of expertise; OR
  (2) Write a substantive report on a current cultural situation for which you propose a project, solution, or change.

  Audience: Specific and appropriate

  Format: Formal Essay OR An appropriate genre for a project report appropriate to the issue and assignment parameter
  Cover sheet, table of contents, letter of transmittal, executive summary, appropriate graphics, etc.
  Publishable (hard copy, web page, other)
This syllabus is tentative; changes will be announced in advance. Please note: often, more than one activity will take place during a single class session. Use this schedule to keep track of assignments, due dates, and other information. The workshop format demands that you revise, rewrite, or extend your essay after it has been discussed in class. These revisions, with copies posted online for everyone to read, should be posted online before the next class session. All members of the class are expected to participate in the workshop discussions of papers or other assigned materials.

In addition, class members will read the assigned essays in *Considering Cultural Difference*, which will provide focus for writing assignments. Use the themes, problems, and issues identified in this book, in conjunction with what you have learned in your major field, as inspiration and models for your own writing. Teams of class members will prepare questions and lead discussions about the essays in this book.

**August (BLOCK 1)**

24  
Course introduction  
Discuss the classic rhetorical form.  
HW: Read the McIntosh essay, p. 123  
Write: 250 words maximum on “Why is it important to understand cultural differences and similarities?”

26  
Discuss: McIntosh essay  
Rhetorical form  
HW: Locate an advertisement demonstrating a cultural influence; bring the ad to class on 8/31

31  
Introduction to Mobile Lab, WebCT  
Workshop: Culturally Influenced Advertising; Description/Summary and Response  
HW: Practice Paragraph in course WebCT: Revise using Word reviewing tools  
Write: Thesis and support for a short summary/response essay about your ad

**September**

2  
Workshop: Summaries and responses (thesis and support)  
HW: Write introduction for summary and response and submit to the appropriate WebCT forum

7  
Workshop: Summaries and responses  
HW: Revise and extend summaries and responses (Due 10/8, posted by midnight)

9  
Discuss: Electronic and face-to-face discourse  
Netiquette  
Workshop: Summaries and Responses  
HW #1: Revise/extend summary and response  
HW #2: Read: Hosaini, p. 141; Peters, p. 154 (Leaders: _____________________, _____________________)  
HW #2: 1. Work with your partner: visit a site about culture on the World Wide Web (WWW).  
2. Analyze the website according to the evaluation criteria (handout).  
3. With your partner, prepare a brief (3-5 minutes) oral report about your findings and evaluation for the class.  
4. To the course website, post a short memo that summarizes your evaluation (Due before class on 9/14)

14  
Discuss: Hosaini, Peters  
Workshop: Website evaluation presentations; memorandum format; summary and response  
HW: Website memo (posted before class on 9/16)

16  
**DUE**: Website Evaluations (posted before class today)

21  
Discussion: Website Memos  
Workshop: Summary and response  
HW: Revise/extend summary and response (full drafts, 9/23)

Workshop: Full Drafts
HW: Revise/extend summary and response

28 Workshop: Full Drafts
HW: Revise/extend your summary and response essay; bring four hard copies on 10/5
(Final Essay –Due: 10/8 midnight)

30 FALL BREAK – NO CLASS

October (BLOCK 2)

5 Workshop: Peer Group Review (BRING SUMMARY/RESPONSE. ALREADY PRINTED: four hard copies)
HW: Read: Sante, p. 184, Tan, p. 176 (Leaders: __________________________)

7 Discuss: Sante, Tan
Workshop: Analysis and rhetorical structure; cultural topics for analysis
Farmer review of summaries and responses
HW: Finalize your summary and response essay (DUE: 10/8 midnight)
Determine a topic for your analytical essay (text based or other)
Write and submit to WebCT forum: topic and support; varied perspectives; try to establish your thesis

12 Workshop: Analysis essays (topic/thesis, list supporting factors)
HW: Write the introduction to your analysis essay

14 Workshop: Analysis essays
HW: Revise and extend the analysis essay
Read: CCCC, p.167; King, p. 192 (Leaders: __________________________)

19 Discuss: CCCC, King essays
Workshop

21 Workshop
HW: Revise/extend the analysis essay
Read Jimenez, p. 20; McCall, p. 9 (Leaders: __________________________)

26 Discuss: Jimenez, McCall
Workshop

28 Workshop
HW: Read Nye, p. 28; Brooks, p. 31 (Leaders: __________________________)
Revise/extend your analysis (full drafts posted before next class; final drafts due 11/12, midnight)

November

2 Discussion: Nye, Brooks
Workshop: Full Drafts
HW: Revise/extend your analysis

4 Workshop: Full Drafts
HW: Revise/extend your analysis
Read: Yun, p. 38; Frey, p. 42 (Leaders: __________________________)

9 Discuss: Yun, Frey
Workshop: Argument: structure and strategies
Assumptions and implications, logical fallacies
Analytical essays (final editing and polishing techniques)
HW: Polish your analytical essay for peer review; bring four hard copies for peer review 11/11
Think about: argument topic, strategy, structure/organization
BLOCK 3

11 Workshop: Peer Group Review (*bring four hard copies, already printed*)
HW: Polish and submit your analytical essay (*Due: 11/12, midnight*)
Write and submit to the forum before the next class: in list form: topic, thesis/counter thesis, support for both sides; OR, state the problem, your proposed solution(s), any objections to your solution
Read: Dowling, p. 55; Coniff, p. 60 (Leaders:______________________________)

16 Discussion: Dowling, Coniff
Workshop: Argument
HW: Introduction to your argument, plus background information
Read: Coser, p. 199; Muldoon, p. 209 (Leaders:______________________________)

18 Discuss: Coser, Muldoon
Workshop: Argument
HW: Revise and extend project (work toward a full rough draft for 11/23 or sooner)

23 Workshop
Discussion: Report Format
HW: Revise and extend project; Prepare 4 complete copies, full draft, of the argument project for peer group review on 11/30 or 12/2 as assigned (first ½ class on 11/30; second ½ class on 12/2)
Read: Nichols, p. 102, Wise, p. 109 (Leaders:______________________________)

25 **No Class ~ Thanksgiving Holiday**

30 Discussion: Nichols, Wise
Workshop: Peer Group Review
HW: Second ½ class prepare four hard copies, already printed for peer review on 12/2

2 Workshop: Peer Group Review
HW: Revise the argument project for submission (**Final project DUE: 12/3, midnight**).
Prepare oral presentation (8-10 minutes; due 12/7 or 12/9).

7 Oral Presentations

9 Oral Presentations
Reflections

USEFUL WEB SITES:
<www.colorado.edu/pwr>
<www.colorado.edu/pwr/occasions>
<www.colorado.edu/pwr/writelink>
<www.colorado.edu/pwr/writingtips>
<www.colorado.edu/SASC>
<www-libraries.colorado.edu/ucb/libraries.htm>
<www.colorado.edu/copyright>