Writing 3020—Third Year Writing
Revolt in US History; Or, The United States, and How They Got That Way
Dr. Jane Elizabeth Dougherty, Instructor

Office Hours: MW 10:20-11:50
Contact Information: jane.elizabeth.dougherty@colorado.edu
                  303-735-5258 (office phone)
                  EMVD 1B27A

Required Texts: several articles available at http://uclibraries.colorado.edu/
                click on “Find Course Reserves” under column “Research Resources”

Course Introduction:
Third Year Writing is designed to foster not only clear and graceful writing but also critical thinking. Through the assigned reading, classroom discussion, and written assignments, you will learn how to draw inferences from factual information, how to analyze and evaluate concepts and proposals, how to arrive at opinions on controversial subjects, and how to argue persuasively in defense of those opinions.

This section of 3020, Revolt in US History, focuses on the nature of historical inquiry and the creation of American identity. We will begin with a look at the proposed causes of the American Revolution, and then consider the impact of this particular event on the American conception of the state, and the contested American identities that emerge from the ongoing debates about the nature of the American state, debates which led to the bloodiest war in our history, the Civil War, in the nineteenth century, and to perhaps the most inspiring social movement in our history, the civil rights movement, in the twentieth. Through writing assignments and class discussions, then, we will enter a conversation on the causes of the American Revolution, the construction of the United States, and the nature of American identity.

The Writing Process:
As Atul Gawande notes, studies have shown that what separates elite performers from lesser performers is the amount of deliberate practice they have accumulated. This is true for concert violinists, chess grandmasters, mathematicians, figure skaters—and writers. This course will ask that you practice writing often, in and out of class. Our practice of writing will assume that we think through writing, that writing is a form of communication rather than a set of rules, and that all writing can be revised. In this course, we will view writing as an activity which helps us generate our own ideas and consider the ideas of others; as a form of communication through which we can present our ideas to others; and as an ongoing process through which we develop, revise, and often alter our ideas and make more effective our presentation of those ideas. We will practice writing in a variety of contexts and for a variety of purposes, but the three tenets of writing outlined in this paragraph will remain constant, and have guided me as I developed the course and determined course policies and procedures.

Course Policies and Procedures:
The course is process-oriented, not content-oriented. Accordingly, attendance, promptness, preparedness, and participation are essential to doing well in the course. Late or incomplete assignments, a passive approach to class activities, and frequent absences or latenesses, even early in the semester, will affect your final grade, because they will interrupt and impede your practice of writing. To pass this course, you must keep up with the required reading; participate in class discussions and keep up with written exercises; help your fellow students practice writing by reading, editing, and offering detailed critiques of their writing; submit all writing assignments listed on the class schedule on the dates each is due; arrive in class on time; and attend class regularly. Absences, latenesses, and an unwillingness to participate in class will adversely affect your grade, as I will subtract for these lapses. Turning in late assignments and neglecting to do the reading will inevitably affect the quality of your work.

Class participation, including participation in discussion, in-class writing exercises, and workshops, counts for 20% (100 points) of your final grade; it is an essential component of the course.

There are on occasion valid reasons for missing class. If you miss class and have a legitimate reason for doing so, you should be able to arrange to have the absence excused by speaking to the appropriate person (dean of students, coach, nurse, doctor, etc.) Any unexcused absence (illness, family emergency, beautiful spring days, car trouble, etc.) over three will drop your final grade by twenty points, a full step. If you are absent, it is your responsibility to email me and request any handouts I have distributed in class.

There are very few valid reasons for being late to class. I will not repeat any announcements I may have made or hand you anything I handed to those who came to class on time, as this takes time away from our work. It will be your responsibility to find out what I’ve said or distributed to the class. Chronic lateness will count as does chronic absence, dropping your grade a full step after three tardies.
I will only accept assignments in hard copy; emailed assignments will not be accepted. Because late and incomplete assignments will not receive as much attention and feedback as assignments handed on time do, not being prompt with your assignments will inevitably mean less improvement in your writing, which may adversely affect your grade. Likewise, the reading assignments are intended to give you a sense of the conversations in which you will be participating, and to serve, in some cases, as models of academic and civic writing. Neglecting to do the reading will impair your ability to understand the conversations which you will be asked to enter, which will make writing within these conversations more difficult, which may adversely affect your grade. I strongly encourage you to take responsibility for keeping up with your reading and writing assignments.

Each assignment you complete will earn you a certain number of points. You will accumulate points over the course of the semester, which will determine your final grade. Some assignments can be revised repeatedly over the course of the semester and are marked below. The assignments are as follows:

- Cause and effect paper* 50 points
- Comparison and contrast* 40 points
- Attendance at library seminar 10 points
- Bibliography* 20 points
- Research review* 80 points
- Argument paper* 100 points
- Oral presentation 50 points
- Analysis paper* 50 points
- Class participation 100 points
- Effort and progress 40 points

TOTAL AVAILABLE 520 points

Final grades will be calculated as follows:

- Above 480 points A
- 460-479 A-
- 440-459 B+
- 420-439 B
- 400-419 B-
- 380-399 C+
- 360-379 C
- 340-359 C-
- 320-339 D
- Below 320 F

Please note that deliberately claiming that the ideas of others are your own is grounds not only for failure of the course, but expulsion from the college.

Course Resources:

There are two centers on campus which you may find helpful in your practice of writing, the Writing Center and the Research Center. The Writing Center consultants can be reached at writghelp@colorado.edu for appointments during the day. The Research Center is located in Norlin E303, and offers drop-in help in the afternoons (Monday-Thursday 4-6, Friday 3-4).

Students with disabilities who qualify for academic accommodations must provide a letter from Disability Services (DS) and discuss specific needs with me, preferably during the first two weeks of class. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322, http://www.colorado.edu/sacs/disabilityservices).

If English is not your first language, you should contact me before the first class meeting so that I can better assist you in the course, advise you about special ESL courses, and/or refer you to the appropriate services on campus.

I am always available on email, during office hours, and by appointment to consult with you regarding any questions, comments, or concerns you have, academic or personal. I will also be communicating with you via email, so make sure you check your Colorado account daily.
Tentative Course Schedule

January 10  What's in a name
January 12  Good sentences
Writing due: writing self-assessment (mandatory)
January 14  How did the United States get that way?
January 17  No class
January 19  What is history?
January 21  Historical narrative, historical argument
January 24  Cause and effect
Writing due: first draft, cause and effect paper (mandatory)
January 26  Discussion
Reading due: Greene, “Origins of the American Revolution,” “Social
Origins of the American Revolution
January 28  Discussion: revolts in US history
Reading due: Nash
January 31  Workshop
Writing due: first draft, comparison and contrast, Nash and Greene
February 2  Discussion: popular history
Reading due: Zinn
February 4  New information exercise
February 7  Discussion: federalism
Reading due: Donahue, Hoffert
February 9  Audience
February 11  Audience (cont.)
February 14  Annotated bibliography and research review
February 16  Workshop
Writing due: second draft, cause and effect paper (mandatory)
February 18  Tentative date for library seminar
February 21  Identifying the claim and evidence
February 23  Entering the conversation
February 25  Entering the conversation (cont.)
Writing due: final draft, comparison and contrast (mandatory)
February 28  Clarifying the claim
March 2  Clarifying the claim
March 4  Including other voices
March 7  Including other voices (cont.)
March 9  Concession and counterargument
March 11  Concession and counterargument (cont.)
Writing due: final draft, cause and effect paper (mandatory)
March 14  Exiting the conversation
March 16  Exiting the conversation (cont.)
March 18  No class—watch The Patriot by April 3rd
March 21-25  No class (Spring Break)
March 28  Conferences
Writing due at conference: first draft, research review (mandatory)
March 29  Conferences
March 30  Conferences
March 31  Conferences
April  1  No class
April  4  History in the media

**Writing due: final draft, analysis paper (mandatory)**

April  6  Appeal

**Writing due: second draft, research review (optional)**

April  8  Style

**Reading due: The Federalist Papers (excerpts)**

April 11  Making oral arguments

April 13  Citation exercise

**Writing due: annotated bibliography (mandatory)**

April 15  Citation exercise (cont.)

April 18  Oral presentations

**Writing due: first draft, final paper (optional)**

April 20  Oral presentations

April 22  Oral presentations

**Writing due: final draft, research review (optional)**

April 25  Oral presentations

April 27  Oral presentations

April 29  Evaluations and goodbyes

**Writing due: final paper, annotated bibliography, writing self-assessment, and all final revisions (of cause and effect paper, comparison and contrast, analysis, and research review)**