COURSE GOALS: Meant for juniors and seniors in the College of Arts and Sciences, this course will help you:
- gain familiarity with formal and popular writing genres and with methods of presenting information to a general public;
- apply your disciplinary expertise to issues in ethics and public policy; and,
- hone your writing and critical-thinking skills.

ATTENDANCE: This course will be taught as a workshop; your participation is essential to the success of the course. Therefore, you are expected to attend class regularly and to be on time. In fact, because we will be using laptops from the mobile computer lab, it is essential that you are here at the outset of each class to sign the computer out and that you stay until the end of the class to check the computer back in. As you will have read in the Mobile Computer Lab Agreement, you are responsible for the laptop assigned to you; you must adhere to the established procedures for accessing the computers. Therefore, late arrival to or early departure from class on three separate occasions will constitute one absence. Each absence in excess of three will diminish your final grade by one grading increment. Absences in excess of five will constitute an automatic failure. If you wish to be excused for any absence, you must submit documentation to me on official stationery detailing the nature of the emergency and the date(s) for which you were unable to attend class. Do NOT schedule doctors’ appointments, appointments with other faculty members, or job interviews during class time. If you do, these will not be excused. Neither are weddings, work obligations, other class meetings/assignments, or job interviews excusable absences. Hospital stays and the death of an immediate family member are (with documentation). In the event that you do miss class, you are responsible for getting any missed material.

TEXTS: The texts for this course are as follows:
- Readings as specified in the Tentative Schedule (and accessible through WebCT) [REQUIRED]
  ✓ The New York Times (Monday through Friday) [RECOMMENDED]
- A good and up-to-date English handbook [REQUIRED]
  ✓ The Everyday Writer by Andrea Lunsford and Robert Connors [RECOMMENDED]
The handbook may be purchased at the University Book Center in the UMC or possibly at the Colorado Bookstore on the Hill. In addition, you must own a good English dictionary.

Your papers are the primary texts for this class. Because this class is taught in the mobile computer lab, email will be the primary method of distributing your papers. We will establish a schedule for their review, which will vary with each assignment. All papers for review are due the class period before their scheduled review dates. If your paper is reviewed on Monday, then your revision must be distributed to class members by noon on Friday. If your paper is reviewed on Wednesday, then your revision must be distributed to class members on Monday, i.e., in the following class. If your paper is not distributed to the class at the designated time, it will not be reviewed again until your turn comes up in the next rotation. In order to receive a grade, all papers must pass through the workshop process (i.e., at least two workshop review sessions, including at least one full-paper review, for the two larger papers and at least one review for shorter papers, when applicable). All assignments should be double-spaced with one-inch margins. No handwritten assignments will be accepted. Please include your name, the draft number and the date of submission at the top of the first page. Because this class will be taught in the mobile computer lab and your papers will be distributed via email, you will need to develop good organizational skills to keep track of the various versions of your classmates’ papers. All papers should be distributed in Microsoft-Word format.
WORKSHOP NORMS: The workshop format assumes we learn from each other. In order for this to occur, you, as a class member, must commit to carefully considering and critically appraising the work of your peers; in return, you will receive the benefit of your classmates' thoughtful consideration of your own work along with my comments. Your critique of the papers under examination will identify flaws in logic, organization, and expression. Your comments should include suggestions on how to improve the shortcomings identified in the paper under discussion. The focus will always remain on the writing on the paper before us, not on the person who wrote it. Remember this when it is your paper we are reviewing; defensiveness will undermine the benefits you can reap from the workshop format.

ASSIGNMENTS: At the beginning of each class, you may have a ten- to fifteen-minute quiz on the readings assigned for that day. These quizzes can not be made up. If you miss class or are late to class, you'll miss the quiz. During the course of the term, you will write one summary, one short, and two larger papers. In addition, a number of other activities, including critiques of classmates' papers, will be undertaken and completed. Only final papers will receive letter grades. Any paper submitted after the due date will not be accepted. If you know that you will not be in class on the due date of an assignment, you may submit your paper earlier by leaving it in my box located at the entrance of Temporary Building #1.

NOTICES:
♦ If you have specific physical, psychiatric, or learning disabilities that require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services Office in Willard 322 (phone 303-492-8671) and to me.
♦ If you need to make special arrangements to satisfy a religious obligation, please notify me at least two weeks in advance of the holiday to request special accommodation.
♦ Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH). Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment can occur anywhere on campus including the classroom, the workplace, or a residence hall. OSH may be reached at 303-492-2127, or, alternatively, you may contact the Office of Judicial Affairs at 303-492-5550. Information about OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at http://www.colorado.edu/sexualharassment/.
♦ Plagiarism, the act of passing off another's work as your own, is not only dishonest, but it is also illegal. Stealing, buying, or otherwise using someone else's work, in whole or in part, constitutes plagiarism and is against university policy. Such behavior is taken seriously by the university and the Honors council, to whom all such incidents will be referred. Should you get caught plagiarizing, you will receive an automatic 0 for the paper and F for the course. Consult http://www.colorado.edu/academics/honocode/ to learn more about the CU Honor Code.

GRADING: The grades you receive on your individual assignments will contribute to your final grade in the following proportions:

Short assignments: 25%
Includes summary, article presentation, class participation, quizzes, and miscellaneous assignments

The Quiet American assignment 10%

Analysis/Refutation paper 30%

Proposal/Argument paper 35%

Refer to the grading policies of the Program for Writing and Rhetoric described on the WebCT site for this class. I will not deviate from these standards in assigning you grades for your work. I may ask a colleague to critique your paper. In that case, I will take that opinion into consideration when assigning a grade. Furthermore, at my discretion, your work may be evaluated through TurnItIn.com, a plagiarism service provided to all faculty at CU-Boulder; this service retains a copy of the submitted work for future comparisons.
WRTG 3020: PEACE CORPS PERSPECTIVES
SPRING 2005
Tentative Schedule

WEEK ONE: 1/10-1/12
• Course introduction (in class, Monday)
• Bring your IDENTI-KEY to class (Wednesday)
• Read "Jungle Fever" by Kinky Friedman (Wednesday)
• Read "The New Peace Corps Steppes Out -- In Kazakhstan" by Bruce Watson (Wednesday)

WEEK TWO: 1/19
• Read "Kennedy, the Peace Corps, and Liberal International Development" by Fritz Fischer (Wednesday)

WEEK THREE: 1/24-1/26
• Write summary of Fischer article (one copy, Monday)
• Read "Introduction" to The Complete Peace Corps Guide by Robert Sargent Shriver (Monday)
• Read "Speech at the Cow Palace in San Francisco" by John F. Kennedy (Monday)
• In-class movie, The Ugly American

WEEK FOUR: 1/31-2/2
• Read "Objectives" by Roy Hoopes (Monday)
• Read "The Purpose of the Corps" by Marshall Windmiller (Monday)
• Distribute The Ugly American assignment (Monday)
• Read classmates’ papers and comment on them (Wednesday)
• Workshop The Ugly American assignment (Wednesday)

WEEK FIVE: 2/7-2/9
• Read "The Vietnam Era (excerpts)" from What You Can Do For Your Country by Karen Schwartz (Monday)
• Read "The New Work Begins at Home: The Peace Corps at 25" by Harris Wofford (Monday)
• Visitor (tentative, Wednesday)
• Submit final version of The Ugly American assignment (one copy, Monday)

WEEK SIX: 2/14-2/16
• In-class movie, Volunteers

WEEKS SEVEN: 2/21-2/23
• Bring in at least three ideas for next paper (Monday)
• Read "My Time in the Peace Corps" by David Saral Waldorf (Monday)
• Read "The Wrong Ism" by J.B. Priestley (Monday)
• Distribute analysis drafts (Wednesday)
• Read classmates’ papers and comment on them (ongoing)
• Visitor (tentative, Wednesday)

WEEK EIGHT: 2/28-3/2
• Workshop analysis paper
  Distribute revisions of analysis paper to class weekly from 3/4 to 3/11/05:
  Revision #1: Introduction and development of first point
  Revision #2: Entire paper, including conclusion
WEEK NINE: 3/7-3/9  
• Workshop analysis paper

WEEK TEN: 3/14-3/16  
• Workshop analysis paper (Monday)  
• PAPER DUE!!! (Wednesday)


WEEK ELEVEN: 3/28-3/30  
• Read Casualties of Peace, a seven-part series of the Dayton Daily News (as assigned, Monday)  
• Read "Watching Peace Corps and Gay Issues Evolve" by Ralph Cherry (Wednesday)  
• Read "The Peace Corps and the Struggle for African-American Equality" by Julius A. Amin (Wednesday)  
• Bring in at least three ideas for next paper (Wednesday)

WEEK TWELVE: 4/4-4/6  
• Distribute introduction and part one of final paper for in-class group review (Monday)  
• Visitor (tentative, Wednesday)  
• Read classmates’ papers and comment on them (ongoing)  
  Distribute revisions of analysis paper to class weekly from 4/08 to 4/22/05:  
    Revision #1: Introduction and development of first point  
    Revision #2: Entire paper, including conclusion

WEEK THIRTEEN: 4/12-4/14  
• Workshop argumentative paper/proposal

WEEK FOURTEEN: 4/19-4/21  
• Workshop argumentative paper/proposal

WEEK FIFTEEN: 4/25-4/27  
• Workshop argumentative paper/proposal  
• PAPER DUE!!! (Wednesday)  

FINAL PAPER DUE: 4/27/05 IN CLASS