MULTICULTURAL RHETORICS
CLASS POLICIES

WRTG 3020
Spring '05
Instructor: Dr. Andrea Feldman
Office: Temporary Building #1, Room 02A
Phone: 492-4396
E-mail: feldman@spot.colorado.edu
Office Hours: T,R 8:30-9:30 AM and by appointment

Required Texts:
Online reading themes: http://ucblibraries.colorado.edu/pwr/

Additional readings will be assigned in the form of handouts.

Recommended Texts:
A good, college level dictionary, thesaurus, and a college handbook. (e.g., see Diane Hacker, A Writer's Reference, 4th Edition: New York, St. Martin’s Press or
Jane E. Aaron, LB Brief, Pearson Education, 2005.)

Objectives:
This course will ask students to write analyses and arguments based on readings that reflect our
multicultural heritage. In responding to texts that represent cultural diversity, students will evaluate
issues and relate them to their own multicultural experiences. Through these readings as well as class
discussion of written assignments, students will learn to make reasoned arguments in defense of their
own opinions. By examining diverse voices, this course helps students meet the challenges of academic
writing.

The need for a cross-cultural writing course becomes more apparent as the United States becomes ever
more interdependent with our worldwide neighbors. Students need to join this "global village" by
thinking critically about the roles of writing and language in forging a multicultural society. Because
language and writing are necessarily culturally bound, diverse aspects of our own culture are often
neglected in traditional writing courses. This course offers a chance to examine and debate concerns
which are all too often undervalued or ignored. Language—often a tool to disenfranchise—can thereby
become a tool to mend.

Workshop Format
Your own writing will be the principal text; we will all work together as a team
to improve each paper. We will adopt the attitude that any paper can be improved,
and give constructive criticism to everyone. Your job will be to provide oral and
written commentary on other students' papers when assigned to do so.

Method:
1. Attendance and promptness are mandatory. More than three absences will
lower your final grade. More than six will result in an F for the course.
2. Papers must be typed, double-spaced. You are responsible for bringing in the specified number of
copies when the paper is due. I will not read handwritten papers. Spelling and grammatical errors are
not acceptable; see the recommended texts above if you have this problem. Word-processing is helpful
for revision.
3. Assignments: see attached syllabus for dates.
We will attempt to work on each paper once a week. Please note that your paper is
due to be distributed in advance of the discussion on your paper. In addition, you
will be required to give oral and written commentary on another student’s paper
once a week. Oral and written participation constitute 30% of your final grade
(see below). It is a good idea to revise your paper nightly even though you will only
hand it in on the due date. Late papers will not be accepted. I will not accept final
papers that have not been reviewed at least five times in class. "First draft" final
versions are unacceptable and will not receive a grade.

4. Plagiarism: Plagiarism is a crime and will result in an F for the course, as
well as possible disciplinary action by the university. Always be sure to give
credit for words or ideas from another source and do not hand in work which is not
your own.

5. I encourage students with disabilities, including non-visible disabilities such as
chronic diseases, learning disabilities, head injury and attention deficit/hyperactive
disorder, psychiatric disabilities, to discuss with me, after class or during my office hours,
appropriate accommodations. 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,

6. Grading:
20% Short assignments (includes assigned written comments on papers)
10% Class participation (includes turning in drafts when due)
70% Papers
In addition to short assignments, you will write three formal papers in this class.
  1st paper: analysis (2-3 pp.)
  2nd paper: argument (4-5 pp.)
  3rd paper: analysis or argument (2-3 pp. or 4-5 pp.)
The three formal papers will be weighted in the following manner.
The better of the required papers will be worth 30% of your final grade. The next
best paper will be worth 25% and the remaining paper worth 15%. Make three
copies of each full-length paper and submit two: one for yourself, one for me, and
one for the additional instructor who may be grading your paper in addition to me.

The standards for the papers are as follows:
A Exceptional in form, content and style. No mechanical errors. Presents original and relevant
ideas to a clearly identified audience. Demonstrates the student’s expertise.
B A good, interesting paper. The student demonstrates control of the form and
uses an analytical or argumentative style as required by the assignment.
C An adequate paper which has a form, but which may contain weaknesses. A
descriptive paper would fall into this category.
D Contains deficiencies in form, content, or mechanics.
F Incoherent, lacking in form, or not turned in when due.
WRTG 3020
Course Syllabus
Instructor: Andrea Feldman

Syllabus: This syllabus is tentative. Any changes will be announced in advance. If you are absent on the date your paper is due, be sure to have someone bring it to class. Attendance on the day your paper is discussed is crucial.

Note the following abbreviations:
    para=paragraph
    WS=workshop
    REV=revision. Distribute copies to classmates.
    COM=commentary. You are responsible for initiating the discussion on a given paper. You may be required to submit written commentary.
    SA=short assignment to be typed and handed in to me. (1 copy only)

T 1/11    Introduction
    Readings:
    Ideas in Action, ch. 1 and 2
    Martin Luther King, Jr. “Letter from the Birmingham Jail” (online reading—Multicultural Rhetorics reading thread).
    Ishmael Reed, “The World is Here” (handout)
    SA #1 (due Tues. 1/18) Summary of Reed article

R 1/13    Discussion: King and Reed articles
    Introduction to forming analysis

T 1/18    Review of assignment from Ideas in Action.
R 1/20    Topic 1: What is Multiculturalism? Read: Mirror on America, ch. 4
    Discussion: Lewis Lapham, “Is there an American Tribe?” (Mirror on America, p. 157-158), and Susan B. Konig, “They’ve got to be carefully taught,” (Mirror on America, p. 153-155).
    SA #2 (due R 1/29). Write a summary of one of the readings from ch. 4, Mirror on America.

T 1/25    All students turn in and distribute copies of first para of paper 1. WS
R 1/27    WS/REV (for T 2/1)

T 2/1    WS second para
    Read: Handout on analysis
    Ideas in Action, p. 82-87 analyzing baseball
    SA #3 (due R 2/8) Explain the difference between analysis and description (i.e., summary). Give examples to illustrate the difference.
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<tr>
<th>Date</th>
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<tr>
<td>T 2/8</td>
<td>WS/REV/COM</td>
<td>Third &amp; Fourth paras</td>
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<td>R 2/10</td>
<td>WS/REV/COM</td>
<td>Third &amp; Fourth paras</td>
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<td>T 2/15</td>
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<td>R 2/17</td>
<td>WS/REV/COM</td>
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<td>Read: “Crafting the Conclusion,” <em>Ideas in Action</em>, p. 185-188.</td>
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<td>T 2/22</td>
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<td>**Paper 1 due in class/Intro to argument</td>
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<td>Read: Lanham, &quot;Revising Prose,&quot; ch. 1 (handout)</td>
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<td>Prepare exercises from &quot;Revising Prose&quot; (handout)</td>
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<td>R 2/24</td>
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<td>Topic 2: Visual Media. Cartoon description, analysis and argument</td>
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<td>Readings: <em>Ideas in Action</em>, chapter 3, and &quot;Engaging counterarguments,&quot;</td>
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<td>p. 179-184.</td>
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<td>“Environmental Statement,” Chief Seattle</td>
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<td>(Ebonics packet available online)</td>
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<td>T 3/1</td>
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<td>Discussion of Readings. All Students turn in first para of 2nd paper, and</td>
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<td>distribute copies to all students.</td>
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<td>R 3/3</td>
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<td>R 3/10</td>
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<td>T 3/15</td>
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<td>R 3/17</td>
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**Spring Break March 22-24**

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<td>**Paper 2 due in class. Discussion</td>
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<td>Handouts:</td>
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<td>Tannen, &quot;How male and female students use language differently;&quot;</td>
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<td>Tannen, &quot;Talk in the intimate relationship: His and Hers;&quot;</td>
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<td>Pfeiffer, &quot;Girl Talk - Boy Talk;&quot; Schema, &quot;Administration Proposes Same-</td>
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<td>Sex-School Option,&quot; and &quot;USA Today debates Single Sex Classes.&quot;</td>
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<td>T 4/5</td>
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<td>All Students bring in intro para for paper 3, and distribute copies to all</td>
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<td>R 4/7</td>
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<td>R 4/14</td>
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<td>body paras</td>
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<tr>
<td>R 4/28</td>
<td>WS/REV/COM</td>
<td>Full drafts</td>
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FINAL PAPER DUE ON Fri. 4/29 BY 5:00 PM IN MY MAILBOX AT TB 1.