WRTG 3020: Slave Narratives, Sections 55 & 60
Spring 2005, MUEN E130 & MUEN E123, 2:00 & 3:30

Instructor: Dr. Catherine Kunce, in conjunction with Dr. Christy Macdonald
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Course Objective: Through cooperative interaction, students will learn how to write an insightful, coherent, and organized paper driven by an arguable and analyzable thesis.

Required Texts: Slave Narratives, Andrews and Gates, Jr., eds.
Suggested Texts: Ideas in Action by Rolf Norgaard; A Writer's Reference, 4/e, by Diane Hacker

Assignments: You will write, workshop, and revise three papers. The first will deal Frederick Douglass, the second with Sojourner Truth and/or the Crafts, and the third with Harriet Jacobs. A detailed assignment sheet will be handed out well in advance of each paper's due date. In addition, you will be given quizzes and a variety of smaller writing assignments. Late final papers will not be accepted. A late draft will result in a lower grade on the final paper, even if you are absent on its due date. A paper must go through the workshop process in order to be accepted. Once a TOPIC for a paper is determined, it cannot be altered without instructor permission.

Attendance: Since we offer concentrated instruction and since students rely on other students' assessment of their work, regular attendance and punctuality are essential for the completion of the course. More than three absences could result in a lower grade for the course. Two late arrivals to class will count as one absence. Students absent more than four classes will not be given credit for the course. Students arriving late should inform the instructor after class of their tardiness. Please inform the instructor of absences due to religious observances.

Grading: A paper = Excellent in content, form, and style; original, substantive, insightful, persuasive, well-written, clear, free of mechanical errors
B paper = A good paper with no major flaws; interesting with above average thought and expression
C paper = Adequate or reasonably competent; it may have a mixture of strengths and weaknesses
D paper = Poor in content, form, or style; disorganized, illogical, confusing, unfocused, or containing pervasive errors that impair readability
F paper = An incoherent, disastrously flawed, late, plagiarized, or nonexistent paper

Paper # 1........................................................30%
Paper # 2........................................................30%
Paper # 3........................................................30%
Quizzes, Short Assignments and Class Discussion... 10%

Students with Disabilities: Any student eligible for and needing academic adjustments should notify me and the Disability Services Office in Willard Hall (322) during the first week of classes. Information: 303-492-8671.

Readings Assignments: It is advised that you get a head start on reading assignments. You are responsible for the material on the due dates. Pop quizzes might be given on workshopped papers as well as on the course texts.

Plagiarism: No form of plagiarism will be tolerated in this course. A plagiarized paper will receive a grade of zero. Not only might the plagiarizer fail the course, but the student might be expelled. Please Note: It is the student's responsibility to drop classes. Know the last day to drop without instructor's signature and the last day to drop without petitioning the dean. All papers (including assignments) must double-spaced, 12-pt. font.

NOTE!

****-INSTRUCTOR COPIES MUST BE TURNED IN WITH EACH PAPER-****
SCHEDULE
****(This could vary—e-mail or call if you miss class.)****

| ACTIVITIES |
|---|---|
| JAN 11 | Introductions. Focus: The Question's Beauty. |
| 18 | Digging beneath the surface. In-class exercise. Exercise due. |
| 25 | Thesis Statements, Introductions, Form, Counter Argument. |
| FEB 1 | Workshop Intro. Paragraphs, Group A. |
| 3 | Workshop Intro. Paragraphs, Group B. |
| 8 | Workshop Intro. Paragraphs, Group C. |
| 10 | Full Drafts due. Video (?) Meet in Temp. Bldg. #1, 2nd Floor. |
| 15 | Workshop Full Drafts, Group A. |
| 17 | Workshop Full Drafts, Group B. |
| 22 | Workshop Full Drafts, Group C. (Ask about quiz topics.) |
| 24 | PAPER #1 DUE. Quiz on Truth 567-697 and Craft 679-742. |
| MAR 1 | Intro. Paragraph Drafts due. |
| 3 | Workshop Intro. Paragraphs, Group A. |
| 8 | Workshop Intro. Paragraphs, Group B. |
| 10 | Workshop Intro. Paragraphs, Group C. |
| 15 | Full Drafts due. |
| 17 | Workshop Full Drafts, Group A. |
| 22 | SPRING BREAK, NO CLASSES. |
| 24 | SPRING BREAK, NO CLASSES. |
| 29 | Workshop Full Drafts, Groups B and C. (Ask about quiz topics.) |
| 31 | PAPER #2 DUE. Quiz on Jacobs 743-947. |
| APR 5 | Intro. Paragraph Drafts due. |
| 7 | Workshop Intro. Paragraphs, Group A. |
| 12 | Workshop Intro. Paragraphs, Group B. |
| 14 | Workshop Intro. Paragraphs, Group C. |
| 19 | Full Drafts due. |
| 21 | Workshop Full Drafts, Group A. |
| 26 | Workshop Full Drafts, Group B. |
| 28 | Workshop Full Drafts, Group C. |

IMPORTANT DATES and PLACES:
**Final Papers Due** May 2 at 12:00—Dr. Kunce's Office.
—No late papers accepted—

**The Writing Center**—We suggest you go early and often.
A final note: please communicate. If a situation arises that interferes with your ability to do the work for this class, please tell me about it, write me a note, or talk to me after class. I would rather learn about problems, concerns, or suggestions during the course when I have a chance to change things, than on a course evaluation, when it is too late to remedy things for you.

Schedule

The due dates for assignments are subject to change. Short assignments may be added.

Readings and assignments are to be completed for the date listed. You are not required to do the exercises in the textbook unless they are specifically assigned.

Jan. 11
- Introduction to course
- Hand out course questionnaire, hand out Worksheet #1

Jan. 13
- Turn in course questionnaire
- Read *Knowing Words*, pp. 5-6 (hereafter referred to as *KW*)
- Read Chapter 1 in *Everything's an Argument* (hereafter referred to as "textbook")
- *Read "Form and the Essay" in *Occasions* (on-line, see below)
- *Read student essay, "On Walt Whitman" by Magee (on e-reserve, see below)
- Print Magee essay and bring it to class; Worksheet #1 due

*To avoid difficulty this first week, access and print these from a campus computer. Remote access can have some glitches, see "Remote Access" p. 72 in *KW*.

Correct Remote Access info url: http://ucblibraries.colorado.edu/research/remote.htm

To access *Occasions*, go to the PWR homepage, http://www.colorado.edu/pwr, click on "Other Links" click on *Occasions*, click on "Introduction: Form and the Essay."

To access e-reserve (electronic reserve), go to the Chinook homepage, http://libraries.colorado.edu, click on "Course Reserves," click on "course," type "WRTG 1250" and follow the rest of the prompts

Jan. 18
- **Writing Exercise #1 due** "*turn in a hardcopy in class AND submit a copy of your draft to me within the text of an email (no attachments, please)"
- Read *KW*, pp. 7-17

Jan. 20
- Worksheet #2 due ("brainstorm lists")
- Read Chapter 8 in textbook
- In class: workshop paragraphs from Writing Exercise #1

Jan. 25
- Read "Untitled" by Cuticchia, pp. 27-28 in *KW*
- Read Chapter 2 in textbook
- Worksheet #3 due ("brainstorming II")

Find and print (but don't yet read) "What We Don't Know Does Hurt Us" from the Scientific Literacy Theme (reading assignment for Sept. 14); to get credit you must bring this article to class (see how to access reading themes below)

To access the reading themes:
- Go to the libraries homepage for this course: http://ucblibraries.colorado.edu/pwr, click on "Reading Themes," click on "Scientific Literacy." Print the article and bring it to class.
Jan. 27  Writing Exercise #2 due (Personal Voice); workshop papers

Feb. 1  Worksheet #4 due (Inquiry/Research topic)
Read excerpt on summaries from Writing Analytically (class handout)
Read "Smokers Get a Raw Deal" (class handout) **bring to class

Feb. 3  Read "What We Don't Know Does Hurt Us" from the Scientific Literacy Theme
Worksheet #5 due
Read Chapter 19 in textbook on fallacies, bring textbook to class for reference
RIOT Tutorial #1 due See: http://ucblibraries.colorado.edu/pwr and click on "RIOT"

Feb. 8  Writing Exercise #3 due (Analytical Summary) **bring 4 copies to class
Worksheet WE #2
RIOT Tutorial #2 due (all three parts)

Feb. 10 Research Proposal Due

Feb. 15 Read "Cordelia's Dilemma" in the Scientific Literacy Theme
Read Chapter 14 in textbook (figurative language)
Worksheet #6 due

Feb. 17 Library tour; meet inside the east entrance; RIOT Tutorials #3 and #4 due
Read pp. 67-68 in KW on plagiarism
**Bring what you have of your annotated bibliography so far
By now you should have found a scholarly book, a scholarly article, and a popular source
for the annotated bibliography

Feb. 22 Writing Exercise #4 due (Synthesis paragraph)—bring 1 copy today, 3 to next class
Library seminar, meet in the library, room to be announced
Note: the Annotated Bibliography assignment should be mostly complete at this point;
if you are having trouble finding articles, bring specific questions to the library seminar

Feb. 24 Draft of Annotated Bibliography due (# copies TBA)
Worksheet WE #3 (synthesis)—please bring 3 copies to class
Discuss Literature Review sections

Mar. 1 Worksheet # 7 due (on sample Lit Reviews)
Literature Review sections due

Mar. 3 Final Draft Annotated Bibliography Due
Literature Review, first draft due (# of copies TBA)

Mar. 8 Workshop first draft Literature Review; peer responses due
Read Chapters 20 and 21 in textbook; bring textbook to class

Mar. 10 Literature Review workshop continued; peer responses due

Mar. 15 Read "Kidney Transplant," pp. 28-30 in KW and "Learning to Kill, or Learning to Heal?" available on the PWR website: www.colorado.edu/pwr (click on "Other Links," click on Occasions, click on "Contents" **please bring these essays to class
Reread (skim) "Form and the Essay" in Occasions, esp. the part about the counter thesis
Read Norgaard, "Engaging Counterarguments" on e-reserve
Worksheet #8 due; discuss Persuasive Essay strategies
Mar. 17  **Persuasive Essay Outline and Introduction due (# copies TBA)**
Workshop in class

Happy Spring Break

Mar. 29  **Persuasive Essay Discussion Point Due (# copies TBA)**
Read Chapter 9 in textbook, arguments of definition

Mar. 31  Workshop persuasive discussion point; peer responses due
Read Chapters 5 and 10 in textbook

April 5  Workshop persuasive discussion point; peer responses due
Read Chapter 12 in textbook

April 7  **New Persuasive Discussion Point Due**
Workshop discussion points in class
Full draft Literature Review due (group A)

April 12  Workshop full drafts of Literature Review (group A); peer responses due
Full draft Literature Review due (group B)

April 14  Workshop full drafts of Literature Review (group B); peer responses due
Full draft Persuasive Essay due (group X)

April 19  Workshop full draft Persuasive Essay, group X
Full draft Persuasive Essay due (group Y)

April 21  Workshop full draft Persuasive Essay, group Y
Full draft Persuasive Essay due (group Z)

April 26  Workshop full draft Persuasive Essay, group Z

April 29  **Literature Review and Persuasive Essay due**
**Remember to include the previous benchmarked drafts of each of these essays that have my comments on them.**