Citizenship & Activism: Spring 2005
Erika M. Schreck
WRTG 3020, Sec. 68 TR 2:30-3:45 p.m., MUEN E114 • Sec. 59 TR 3:30-4:45 p.m., MUEN E114 • Sec. 63 TR 5:00-6:15 p.m., ECON 16
E-mail: schrecke@colorado.edu (best way to contact me)
Office (Environmental Design 1B27G)
• Hours: Tues. & Thurs. noon-1:30 p.m. or by appointment • Phone: 303.735.4678 (generic voice mail)
Writing Center: E-mail wrthelp@colorado.edu or visit http://www.colorado.edu/PWR/writelink

Required Materials
3. Two folders (either manila file folders or pocket-folders for assignments and on-going work)
4. Computer disk/CD labeled with your name and phone number and/or e-mail

Recommended Materials
Stapler, writer's handbook (with grammar, usage & mechanics guide and MLA/APA format), loose-leaf paper and good college dictionary

Course Description and Goals
WRTG 3020 (Topics in Writing) focuses on critical thinking and analysis skills, research and argument as demonstrated through writing and will offer you the opportunity to feel more comfortable and work more efficiently within this scope. This course reinforces skills taught in first-year writing courses, builds upon them and more so emphasizes the rhetorical context (writer, reader, subject, purpose). We will work together to accomplish the following goals:

Writing Process Strategies
✓ Understand, appreciate and practice writing as a process (prewriting, drafting and revising)
x Understand that revision is informed by critical dialogue, see the critical analysis of others' work as relevant to your writing
✓ Emulate strong models

Rhetorical Situation
✓ Exercise rhetorical skills: frame issues, define and defend theses, invent and arrange appeals, answer counterarguments and contextualize conclusions
✓ Learn the processes of writing, speaking and observing as major forms of inquiry, reflection and expression related to visual, oral and written literacy
✓ Use classical stasis theory for rhetorical invention
✓ Make decisions about form, argumentation and style from the expectations of different audiences
✓ Develop "topic"-specific language appropriate for the defined audience while also intelligible to a non-expert audience

Critical Thinking and Its Written Application
✓ Draw inferences from a body of evidence
✓ Distinguish pure description from analysis and argument
✓ Distinguish flawed from sound reasoning and be able to respond to and challenge claims
✓ Recognize a thesis and understand the organic relationship between thesis and support in an essay
✓ As writers, structure and develop points of argument in a coherent order to build a case; as readers, recognize this structure and development within texts
✓ Critique your own works in progress and those of others
✓ Recognize that academic and public writing is dialogic, addresses an audience and anticipates reader response

Academic Writing Practices
✓ Convey meaning through concise, precise, highly readable language
✓ Apply the basics of grammar, sentence structure and other mechanics integral to analytical and persuasive writing
✓ Develop skills in proofreading
✓ Use voice, style and diction appropriate to the discipline or rhetorical context
✓ Use paragraph structure and transitional devices to aid the reader in following even a complex train of thought

Personal Development
✓ Seek help/guidance when needed – from me, your peers and/or the Writing Center
✓ Identify goals for improving your writing; note at least two major improvements by semester's end

1.
2.
This course will generate a greater awareness of our surroundings and equip you with tools of critical thinking, research strategies, adequately supporting and asserting an argument, and effective expression.

This *Topics in Writing* course *Citizenship and Activism* offers you a unique opportunity. While accomplishing the course goals, we will also explore our role as agents of change and as American citizens. Using the film *Bowling for Columbine* and required course text *Citizenship Now*, we will more closely examine “the changing and increasingly more crucial role of the citizen in the democratic process and in the crucial task of revitalizing our communities” (Ford and Ford xi). This text will encourage us to consider “How many Americans today think seriously and consciously about their role as citizens?” Out of this incredibly vast discussion, you will research and write about specific topics that interest you, primarily using an extended inquiry approach and theory called stasis, which we will discuss in class, that you will find helpful in your other topic-specific courses.

**Expectations — How you CAN succeed in this course**  
In order to gain the most from this class and accomplish the goals in this course,

1) **Attend class and arrive on time.** Much will be covered in every class session, and attendance is a part of your grade; additionally, this is a workshop-intensive course. Studies identify a positive link between attending class and doing well, particularly in a writing course, where so much guidance and practice is done right in the classroom. Habitual lateness will not be tolerated.

   **Attendance Policy:**  
   At the 4th absence, your overall grade will be reduced by one letter grade  
   5 absences prevent you from passing (grade of “P”)  
   3 tardies equal one absence

   If you are unable to attend a class period, please let me know ahead of time (if possible), via my office phone number or e-mail. I understand that people get sick, cars don’t always behave, and emergency circumstances occur. If there are extenuating circumstances, be sure to talk to me immediately.

2) **Complete all assignments and meet their respective deadlines.** Assignments in this class are essential to learning the basics and research of college writing and achieving personal development.

   (a) **All major essays and response & SAR assignments must be submitted** in order to pass this course.

   (b) **Major essays will not be accepted after one week past the deadline and will receive 0 points.**

   (c) In-class work cannot be made up, but let’s discuss assigned work for the day you missed or will miss.

   (d) **Late (“late” defined as “turned in after the start of the class period due”) essays**

      ✓ are not guaranteed to be read by me within a timely period

      ✓ submitted one week following the deadline will be lowered by one letter grade

      ✓ received before the next class period will be lowered by one-half letter grade

   Late work only accepted when preceded by your written communication (via e-mail or paper memo) explaining that you will turn in a particular assignment past the due date.

3) **Be prepared for class.** For the benefit of yourself and others, be prepared for class. Because you will have workshop and peer review/discussion opportunities, it is essential for you to read and process the assigned material, do the work and bring assigned drafts (and possibly copies) to class. Discussion, peer review and learning will all be more successful when you have done the readings and assignments.

4) **Check WebCT e-mail and homepage regularly.** We will discuss use of WebCT in this course in class. To access CU-Boulder’s WebCT, go to http://webct.colorado.edu; sign in with username and identikey.

5) **Let me know if you need assistance.** I am here to help you. Please don’t wait until the end of the semester to get help from me or the Writing Center. The Writing Center (e-mail wrthelp@colorado.edu or visit http://www.colorado.edu/PWR/writelink) is staffed with tutors who are available to help you.

6) **Strive to enjoy the course.** For some of you, writing may be a painful process. But by learning the basics in this course and honestly applying what you learn, you will build confidence and insight while further developing your writing skills.
GRADING

Major essays will be graded according to guidelines outlined in "Grading Essays" handout. Response Papers and SAR Assignments will be graded according to point systems detailed in respective assignment handouts. All assignments will be introduced with specific grading criteria and expectations.

CU-Boulder's official grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5-100%</td>
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<tr>
<td>A-</td>
<td>90-92.4%</td>
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<tr>
<td>B</td>
<td>82.5-87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4%</td>
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<tr>
<td>C-</td>
<td>70-72.4%</td>
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<tr>
<td>D</td>
<td>62.5-67.4%</td>
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<tr>
<td>D-</td>
<td>60-62.4%</td>
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<tr>
<td>F</td>
<td>59%</td>
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Essay grade of C- and before showing significant effort will usually be "Grade Pending" and require revision.

REVOLUTION POLICY/"EXTRA CREDIT"

There is no "extra credit." Major essays may be submitted up to one week after they are returned with significant revision (more than just fixing commas and spelling). Revised essays need to be (1) submitted with the original essay (with my comments) and (2) follow "Standard Revision Guidelines." Up to 10 extra points can be earned with revision.

SAR ASSIGNMENTS, RESPONSE PAPERS & MAJOR ESSAYS

SAR [SUMMARIZE, ANALYZE AND RESPOND] ASSIGNMENTS (FOUR)

SAR assignments will be one-page, structured, written responses related to assigned readings. They are a great learning- and process-oriented form of active reading, researching and writing preparation. Additionally, the SAR approach allows you to specifically gain skills in brief summarization, analysis and response/follow-up - skills necessary when incorporating research and others' ideas into your own writing and arguments.

RESPONSE PAPERS (FOUR)

Response papers will help you build ideas and critical thinking patterns for your major essays and allow you to participate in class discussion. Typically they will be 2-3 pages in length. At times you may be asked to read your response papers (or segments of) aloud in class.

MAJOR ESSAYS (THREE)

There will be three (3) major, out-of-class essays this semester. Essays should be typed, double-spaced, stapled and legible. Please use 1" margins and document in MLA or APA format, as assigned. You will receive very specific guidelines and expectations for each essay assigned in adequate time before the essay is due. We will spend class time discussing what is expected for each essay, and you will need to read assigned pages from your required texts that provide further guidance and content for each essay. Page length will vary but will average 4-10 pages. If you do not have Microsoft Word on the computer you regularly use to type your essays, please save all documents with "rtf" or "doc" at the end of the document name.
PLAGIARISM
Your ideas and writing MUST be your own. You cannot claim another’s writing as your own, and you cannot map another’s words and ideas as your own. If you wish to paraphrase, summarize or directly cite someone else’s words or ideas, document the source. We will discuss proper documentation styles; and you may always ask the Writing Center tutors and consult me. According to the University of Colorado at Boulder, “Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an "F" for the entire course.” Please refer to the entire honor code at CU website link at http://www.colorado.edu/academics/honorcode.

SPECIAL NEEDS
It is CU-Boulder’s policy and my desire to accommodate students with documented physical or learning disabilities. 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 (www.colorado.edu/disabilityservices, 303-492-8671, Willard 322).

☺ Let’s have a great semester. ☻

ALL MATERIAL WITHIN THIS SYLLABUS IS SUBJECT TO CHANGE.

“We learn to do something by doing it. There is no other way.”
- John Holt-

DIRECTIONS TO ERIKA SCHRECK’S OFFICE, ENVIRONMENTAL DESIGN BUILDING 1B27G
(not drawn to size or very well, but you should get the idea ☺)

Go through the north set of doors and down the steps; enter through the “heavy” door and go through the third door on your left. Now you’re in the PWR lobby (you see a couch, bookcase, etc. Walk to the end of the lobby, turn right and walk straight (you’ll pass several cubicles) until you need to turn left or right (and a printer will be there). Turn left to the wall and left again. I’m the second cube.
ASSIGNMENTS/CLASS SCHEDULE, SPRING 2005
WRTG 3020, SECTIONS 59, 65 & 68 (SCHRECK)

FA = Everything's An Argument  CN = Citizenship Now

Bring respective texts to class, given in-class activities and assigned homework.
See handouts for Response Paper and SAR guidelines/assignments.

Please Note:
If date is shaded, we will meet in an alternate location.
If date is italicized and bold, we do not have class scheduled that day, due to breaks or conferences.

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENT(S) DUE</th>
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<tbody>
<tr>
<td></td>
<td><strong>UNIT 1: UNDERSTANDING ARGUMENT/RHETORIC &amp; DETERMINING TOPIC INTERESTS</strong></td>
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<tr>
<td>T, January 11</td>
<td>Introduction to course and each other</td>
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<td>R, January 13</td>
<td>Discussion: Understanding Argument</td>
<td>Read EA 3-7 (Intro), 27-37, 42-45</td>
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<td>Introduction: Essay #1 (Rhetorical Analysis)</td>
<td>Write diagnostic essay</td>
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<td>Review syllabus policies</td>
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<td>Week 2</td>
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<td></td>
<td>Discuss SAR approach and assignments</td>
<td>Write Response #1</td>
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<tr>
<td>R, January 20</td>
<td>Review rhetorical strategies &amp; argument</td>
<td>Read rhetorical analysis samples in WebCT</td>
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<td>Preview and Prepare for Bowling for Columbine</td>
<td>Log into WebCT and Respond to SAR</td>
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<td>Week 3</td>
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<td>Assign. Discussion no later than noon</td>
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<td>T, January 25</td>
<td>Meet in</td>
<td>Read CN 3-13 (Lapham)</td>
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<td></td>
<td>View Bowling for Columbine</td>
<td>Write SAR #1</td>
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<td>R, January 27</td>
<td>Meet in</td>
<td>Add to rhetorical analysis mapping guide</td>
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<td>View Bowling for Columbine</td>
<td>(complete for end of class)</td>
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<td></td>
<td>Complete 2 examples for each appeal on rhetorical analysis mapping guide</td>
<td>Write SAR #2</td>
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<td>Turn in mapping guide at end of class</td>
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<td>Post to Bowling for Columbine Discussion in WebCT after class on R, Jan. 27, but before noon on T, Feb. 1</td>
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<td>Week 4</td>
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<td>T, February 1</td>
<td>Discuss Bowling for Columbine</td>
<td>Response #2 Due</td>
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<td></td>
<td>Review rhetorical analysis samples</td>
<td>Read EA 39-43, 45-49</td>
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<td></td>
<td>Review/discuss Essay #1 organization &amp; content</td>
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<td>R, February 3</td>
<td>Discuss/workshop rhetorical analysis</td>
<td>Write excerpt/paragraph with transition + rhetorical strategy example + analysis for one of the appeals we've discussed (See Essay #1 assign. sheet for specifics)</td>
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<td>Bring 2 copies (½ sheet) of excerpt</td>
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<td>Week 5</td>
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<td>T, February 8</td>
<td>Write Essay #1 reflection</td>
<td>Essay #1 (Rhet. Analysis) due in folder</td>
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<td>Discuss readings; brainstorm topics</td>
<td>Read CN 215-221 (Derber) and CN 178-188 (Scheurer)</td>
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<td>Write SAR #3, as applicable</td>
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<td>DATE</td>
<td>IN-CLASS ACTIVITIES</td>
<td>ASSIGNMENT(S) DUE</td>
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<td>R, February 10</td>
<td>Briefly discuss readings Brainstorm topics, given SAR assignments, Freewrite your topic interest(s)</td>
<td>Read CN 60-69 (hooks) and 131-134 (Etzioni) Write SAR #3, as applicable</td>
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**Week 6**

**Unit 2: Intro to Stasis Theory & Definitional Argument**

| T, February 15 | Discuss/workshop stasis approach to argument Introduction: Essay #2 (Definition Arg.) Sign up for first required conference | Read EA 15-21 and 22-24 (through “Stasis Qs”) Read EA 147-159 (“Arg. of Definition”) |
| R, February 17 | Meet in DUAN G116 Review library research and tools Workshop: Developing Essay #2 topic, research and claim | Read EA 160-163 (“Guide...Arg. of Defin.”) Read EA 412-421 (through “Summaries”) Write Response #3 |

**Week 7 - First Required Conference This Week**

| T, February 22 | NO CLASS (Individual Conferences) | ➔ See Conference Guide for conference requirements |
| R, February 24 | NO CLASS (Individual Conferences) | |

**Week 8**

| T, March 1 | Discuss annotated bibliography assignment Workshop Essay #2 ideas and sources | Write SAR #4 and bring respective source and additional source |
| R, March 3 | Meet in DUAN G116 Review MLA documentation Workshop: Analysis, Discussion & Quote Intoyo Discuss arg. of defin. samples | Skim/Reference EA 424-442 (MLA) Read EA 167-173 (sample essays) Bring 2 copies of one working paragraph from Essay #2 (each copy can be half-sheet) |

**Week 9**

| T, March 8 | Peer Review: Essay #2 | Bring 2 stapled, typed copies of 3-pg. min. + WC pg. Essay #2 draft - use pen name |
| R, March 10 | ➔ Unit 3: Qualitative Argument Introduction: Qualitative Argument Workshop: Qualitative (evaluative) arguments | Essay #2 Due (in folder, w/ drafts) Read EA 174-193 Handwrite 2-3 qualitative questions for your topic (we will use in class) |

**Week 10**

| T, March 15 | Workshop: Qualitative Arg. (content and writing/organization) | Bring sources & concrete thoughts Bring 6 copies of your tentative outline for your qualitative arg. (see assign. sheet) |
| R, March 17 | Meet in DUAN G116 APA lecture | Skim/Reference EA 442-453 (APA) Write Response #4 Bring Annotated Bibliography draft in APA (See Annotated Bibliography assignment) |

**Week 11**

| T, March 22 | NO CLASSES this week: Enjoy your spring break! | |
| R, March 24 | | |
### IN-CLASS ACTIVITIES

#### PEER REVIEW for Qualitative Arg.
Sign up for first required conference

#### Unit 4: Proposal Argument

**Week 12**

- **T, March 29**
  - **IN-CLASS ACTIVITIES**
  - Meet in DUAN G116
  - Introduction: Essay #3 (Proposal Argument)
  - Workshop: Essay #3 topic & development
  - Discuss proposal argument samples

**Assignment(s) Due**

- Bring 2 copies of draft of Qualitative (Evaluative) Argument
  (*min. 2.5 pgs. text + references page)

- Qualitative Argument Due at start of class
- Read EA 238-250 and 254-261

**Week 13 - Second Required Conference This Week**

- **T, April 5**
  - NO CLASS (Individual Conferences and Library Research for Proposal)

- **R, April 7**
  - NO CLASS (Individual Conferences and Library Research for Proposal)

**Week 14**

- **T, April 12**
  - Discussion: Essay #3 topics

- **R, April 14**
  - Discussion: Essay #3 topics

**Assignment(s) Due**

- Annotated Bibliography Due
  - Prepare 3-min. max. Essay #3 topic summary & Qs (more details TBA)

**Week 15**

- **T, April 19**
  - Discussion: Essay #3 topics

- **R, April 21**
  - Continue peer review for Proposal

**Assignment(s) Due**

- Bring 4 copies of Proposal draft
- Write reviews for two take-home proposals

**Week 16**

- **T, April 26**
  - Course and Instructor Evaluations
  - Course wrap-up
  - Q&A: Proposal Argument (Essay #3)

- **R, April 28**
  - Last Day of Class
  - Final Announcements
  - Write Essay #3 reflection in class

**Assignment(s) Due**

- Essay #3 due
  - Submit in folder with draft work

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"If you don’t have the time to read, you don’t have the time or the tools to write.”

~Stephen King~

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**This schedule is subject to change.**