PEACE CORPS PERSPECTIVES
Program for Writing and Rhetoric
WRTG 3020, Fall Semester, 2005

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Office Hours: Mondays: 12:00—2:00 p.m.; Thursdays: 12:00—1:00 p.m.; and by appointment

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. Late arrival 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. Weddings, work obligations, other class meetings/assignments, and job interviews are not 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 on WebCT [REQUIRED]
  ✓ The New York Times [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. Unless otherwise instructed, you must submit copies of all papers and drafts so that each class member receives a copy. We will establish a schedule for reviewing your papers. All papers for review are due the class period before their scheduled review dates. If your paper is not distributed to the class at that 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; papers that are longer than one page are to be stapled before being distributed to the class.

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 cannot be made up. If you miss class or are late to class, you'll miss the quiz. You will write one summary, one short paper, and two larger papers during the course of the term. 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 may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. 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 the 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, and a report will be filed with the Honors Council. Consult www.colorado.edu/academics/honorcode/ 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: 20%
  - Includes summary, article presentation, class participation, quizzes, and miscellaneous assignments
- The Quiet American assignment 20%
- Analysis/Refutation paper 30%
- Proposal/Argument paper 30%

Refer to the grading policies of the Program for Writing and Rhetoric described on WebCT. 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
FALL 2005
Tentative Schedule

WEEK ONE: 8/22-8/24
- Course introduction (in class, Monday)
- Read “Introduction” by Jimmy Carter to Power Lines by Jason Carter (Wednesday) *Selected Readings

WEEK TWO: 8/29-8/31
- Read "Kennedy, the Peace Corps, and Liberal International Development" by Fritz Fischer (Monday) *
- Read "Speech at the Cow Palace in San Francisco" by John F. Kennedy (Monday) *
- Read "Introduction" by Robert Sargent Shriver to The Complete Peace Corps Guide by Roy Hoopes (Monday) *
- Distribute summary of Fischer article (six copies, Wednesday)

WEEK THREE: 9/7
- FISCHER SUMMARY DUE!! (Wednesday)
- Read TWO of the following articles, as assigned in class
  ✓ Read "Objectives" by Roy Hoopes (Wednesday) *
  ✓ Read "The Purpose of the Corps" by Marshall Windmiller (Wednesday) *
  ✓ Read "The Vietnam Era (excerpts)" from What You Can Do For Your Country by Karen Schwarz (Wednesday) *
  ✓ Read "Pre-empting Protest" by Sasha Polakow-Suransky (Wednesday)

WEEK FOUR: 9/12-9/14
- In-class movie, The Ugly American
- Read "International Fund Seekers" by Keith Miller (Monday)

WEEK FIVE: 9/19-9/21
- Distribute The Ugly American assignment (Monday)
- Read classmates’ papers and comment on them (Wednesday)
- Workshop The Ugly American assignment

WEEK SIX: 9/26-9/28
- Workshop The Ugly American assignment (Monday and Wednesday)

WEEKS SEVEN: 10/3-10/5
- Submit final version of The Ugly American assignment (Monday)
- Visitor (tentative, Monday)
- Read “Becoming a Development Category” by Nanda Shrestha (Wednesday) *
- Read "The Wrong Isn" by J.B. Priestley (Wednesday) *
- Read “What’s So Bad About Being Poor?” by Charles Murray (Wednesday)

WEEK EIGHT: 10/10-10/12
- Bring in at least three ideas for next paper (Monday)
- Distribute analysis drafts (Wednesday)
WEEK NINE: 10/17-10/19
- Read classmates' papers and comment on them (ongoing)
- Workshop analysis paper
  Distribute revisions of analysis paper to class weekly from 10/17 to 10/31:
  Revision #1: Introduction and development of first point
  Revision #2: Entire paper, including conclusion

WEEK TEN: 10/24-10/26
- Workshop analysis paper

WEEK ELEVEN: 10/31-11/2
- Workshop analysis paper
- PAPER DUE!!! (Wednesday)
- Read *Casualties of Peace*, a seven-part series of the *Dayton Daily News* (as assigned, Wednesday)
- Read "Thoughts on Gay, Lesbian and Bi Issues for PCVs and Staff Overseas" by Kevin Baker (as assigned, Wednesday)

WEEK TWELVE: 11/7-11/9
- Read “Send in the Peace Corps” by Avi M. Spiegel (Monday)
- Read “The Peac Corps is Unworkable” by Mark Dintenfass (Monday)
- Read “The Promise of National Service: A (Very) Brief History of an Idea” by E.J. Dionne and Kayla Meltzer Drogosz (Wednesday)
- Read “Bring Back the Draft” by Charles Rangel (Wednesday)
- Read “Dodgy Drafters” by Caspar Weinberger (Wednesday)
- Read “Redrafting America” by Terry Golway (Wednesday)
- Bring in at least three ideas for next paper (Wednesday)

WEEK THIRTEEN: 11/14-11/16
- Distribute introduction and part one of final paper for in-class group review (Monday)
- Workshop argumentative paper/proposal
  Distribute revisions of analysis paper to class weekly from 11/16 to 12/05:
  Revision #1: Introduction and development of first point
  Revision #2: Entire paper, including conclusion

WEEK FOURTEEN: 11/21
- Workshop argumentative paper/proposal

WEEK FIFTEEN: 11/28-11/30
- Workshop argumentative paper/proposal

WEEK SIXTEEN: 12/5-12/7
- Workshop argumentative paper/proposal
- PAPER DUE!!! (Wednesday)

FINAL PAPER DUE: 12/7/05 IN CLASS

* Go to “Selected Readings” in WebCT homepage.