WRTG 3020/3030/3040 Sections 800 & 801, Fall 2005
Advanced Composition: Writing about Cultural Issues
TR: 9:30-10:45 (Chem 133) and 11:00-12:15 (Hale 235)
Instructor: Catherine Lasswell
Office: ENVD 1B30
Office hours: T&TH: 1:00-1:50 and Thur. 3:30-4:30
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Course Objectives:
WRTG 3020/3030/3040 (ESL Section) will be conducted as an intensive writing workshop concentrating on the relationship between culture, the individual, and society. The course will focus on thinking critically about cultural issues and formulating thoughtful responses to them in the form of analytic writing, arguments, and refutations. As we read each other’s writings, we will work collectively to critique and provide recommendations for improvements. Brief presentations will provide practice in communicating orally to a group. We will also have discussions on cultural issues and topics; all students will be assigned to lead these class discussions.

Required Texts:

Recommended:
A good dictionary, e.g. Webster’s Collegiate Dictionary; Elements of Style by Wm. Strunk and E.B. White

Workshop Format
This course is organized as a Workshop. This means that your writing will be central to what is discussed in the class. Each major piece of writing will be critiqued and discussed as part of the process of critical inquiry, as we all work closely to moving your ideas to greater insight, depth, logic, and clarity. All students are expected to contribute their constructive comments to their classmates’ drafts on the day of the workshop. The writers will receive the comments and decide for themselves how to incorporate the insights into their revisions. Sometimes you will need to distribute essays in advance of the workshopping of those essays—passing them out the class before. Other times you will need to download your classmates’ drafts and bring them to class. You will be expected to adhere to the schedule to email your work on the scheduled day and time or you will be graded down. Always, you will need to arrive to class ready to comment on the work of your colleagues and to share in their inquiry. Both the written and spoken feedback given in workshops should identify weaknesses in the writing and propose possible remedies.
Please have drafts (typed, double-spaced) ready to distribute according to the workshop schedule. Drafts are required, but will not be graded. Please date all drafts. If you miss classroom critiques because you do not turn in drafts, the quality of your papers will almost certainly suffer. I will not accept final essays that have not been reviewed on a regular basis over the course of the assignment. “First draft” final versions are unacceptable and will receive an F. Late papers will not be accepted (except under extraordinary circumstances).

Attendance
Because this class is structured as a workshop/seminar, it is crucial that you attend class consistently to make the course worthwhile for you and others. Those who miss class will be expected to get instructions and assignments from classmates. Three absences are allowed during the semester, taken for any reason including illness. All absences no matter their reasons will be counted toward the allowed number. Absences four and beyond will lower your final grade by a fraction of a letter (i.e. A to B+) for each absence after the third. Even when excused, more than six absences will result in a F for the course. Class starts at the announced time; tardiness is not acceptable (two late arrivals later than 5 minutes count as one absence).

Email
First-Year Writing also requires students to use e-mail communication for messages from instructors, for general discussion and at times for the circulation of drafts. Please check your email account daily. If you use a non-university e-mail account such as hotmail.com.msn.com), be sure to link it to the university e-mail account. Access to online library materials requires that you be identified as a university user (Colorado.edu). It is your responsibility to become familiar with sending and receiving attachments using commonly available software (e.g. Microsoft Word). For assistance on technical computing matters, contact 735-HELP or 5-HELP for the Information Technology Help-line.

Program of Writing and Rhetoric Grading Criteria for Essays:
A: A paper that is excellent in form, content, and style: original, substantive, insightful, persuasive, well organized, and written in a clear, graceful, error-free style. Although not necessarily “perfect,” an “A” paper rewards its reader with genuine insight, gracefully expressed.

B: A clearly written, well-developed, interesting paper that shows above-average thought and writing craft. The paper may have some relatively minor difficulties in content or style, but contains no major flaws that compromise the general effectiveness of the case it presents or the readability of its prose.

C: A paper that represents a mixture of strengths and weaknesses. The paper may be readable, reasonably well organized, and support a focused thesis satisfactorily, but it has some important unresolved problems in content and form, and distracting grammatical errors and stylistic flaws. The paper may fulfill the basic requirements of the assignment, but, finally, say little of genuine importance or significance.
D: A paper seriously deficient in content, form, style, or mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive errors that impair readability.
F: A paper that is incoherent, disastrously flawed, unacceptably late or failed to meet the workshop review requirements.

I will occasionally ask another PWR instructor to evaluate an essay, but the final decision will always be mine. Your final grade is based primarily on the grades on your final drafts. If you show measurable improvement in the second and third papers, those grades will be given more weight.

**Grading Scale for Participation:**

A Always prepared for class; participates without being called upon; criticism of other student essays shows insight, close reading; comments clear, succinct, and helpful.
B Generally prepared for class; occasionally participates without being called on; criticism of other student papers shows mastery of the course goals; comments generally clear and helpful.
C Adequately prepared for class; only participates when called on; mastery of the course goals generally evident, but criticism of other student papers, although somewhat helpful, demonstrates a less than thorough reading of the paper.
D Preparation is less than adequate; never participates unless called on; criticism of other student papers demonstrates a casual reading, at best; comments demonstrate a failure to master the course goals.
F Disruptive in class (reading newspaper, talking, continual tardiness, etc.), unprepared when called on, unable or unwilling to participate in class discussions.

**Students with Special Needs**
The University of Colorado makes reasonable accommodations for those with documented disabilities. Students should notify the counselor for Students with Disabilities located in Willard 322, (303-492-8671) and their instructors of any special needs. Instructors should be notified the first week of classes so accommodations can be discussed.

**Plagiarism**
CU is very clear on its stance toward plagiarism given the adoption of the Honor Code. You will receive an “F” on the paper you plagiarize. In addition, the matter will be referred to the Dean. Please do not compromise your own integrity. Please note that I cannot accept a “finished” paper that has not been through the complete workshop process. All students must understand what constitutes plagiarism. Honor code information can be found at [www.Colorado.edu/academics/honorecode/]

**Religious Observances**
Please notify me at least one week in advance if you will be absent due to religious observances. These missed classes will not be counted as absences. I will make every
effort to accommodate your absence including giving make-up exams or extra credit work for in-class assignments missed.

A new classroom behavior policy has been adopted. All students need to read it. Consult [www.Colorado.edu/policies/index.html]

OVERVIEW OF TERM ASSIGNMENTS

**General Assignments (40%)**

- Participation/Short Assignments (30%)
- Discussant/Referee on Drafts (multiple, ongoing)
- Summary and Discussion of Readings
- Project Proposal for Argument Paper
- Other Short Assignments (several, oral and written)

- Oral Presentation (10%)
- Formal and Informal Oral Presentations (team, individual)

**Persuasive Essays (60%)**

- Analysis
- Argument

**Weeks 1-5**

Introduction to Analysis, Persuasion, Organization, and Writing

Reading/Discussion (Continues through Weeks 6-10 and Weeks 11-15)

**Weeks 6-10**

Analytical Essay (Max. length: 1500 words – 4-6 pages)

- Topic: Analysis related to essays and issues presented in the textbook; OR
- Cultural issues related to your field of expertise or experience; OR
- Current cultural issues and their social implications

- Audience: Specific and appropriate
- Format: Essay or Formal report such as a short report, memo, or letter
- Publishable

**Weeks 11-15**

Argumentative Essay, Proposal, or Project Report (Maximum text length: 1500 words – 4-6 pages)

- Topic: Argue in depth about a national or international cultural issue; OR
- Argue in depth about a cultural issue or policy related to your field of expertise; OR
- Write a substantive report on a current cultural situation for which you propose a project, solution or change.

- Audience: Specific and appropriate
Syllabus Schedule

This syllabus schedule is tentative; changes will be announced in advance. Often more than one activity will take place during a single class session. Please use this schedule to keep track of readings, upcoming assignments, and due dates.

August
23 Course introduction; description, analysis, and argument
HW for 8/25: Read McIntosh, p. 123
Write: 250 words maximum on “Why is it important to understand cultural differences and similarities?”

25 Discuss: McIntosh essay; student introductions
Rhetorical form
HW for 9/30: Find an advertisement demonstrating a cultural influence; bring the ad to class on Aug. 30.

30 Discuss culturally influenced advertising; discuss each ad
HW: Write a thesis and support for a short summary/response essay about your advertisement. Email to instructor by 6 pm Wed. Aug. 31.

September
1 Workshop: Summaries and responses (thesis and support) Instructor will bring hard copies.
HW for 9/4: Write introduction for summary and response; Group A emails to instructor by Sun. 9/4 at 6 pm
NOTE: HW for Thurs 9/8: Read Hossiani, p. 141; Peters, p. 154
(Leaders: __________, ____________)

6 Workshop: Summaries and responses (Group A)
HW for 9/8: Revise and extend summaries and responses.
HW for 9/8: Group B: Bring hard copies of your Summary and Responses to distribute to class; email to instructor on 9/7 by 9 pm.

8 Workshop: Revised Summaries and Responses (Group B)
HW #1 for 9/13: Revise/extend summary and response.
HW #2 for 9/13:
2. Analyze the website according to the evaluation criteria
3. With your partner, prepare to demonstrate the website and present a brief (3-5 minutes) oral report about your findings and evaluation for the class.
4. Email your website to all class members plus a short memo that summarizes your website evaluation by Sun 9/11 at 6 pm. All class members should visit these websites and read all memos.
(Discuss: Hossiani, Peters Leaders: ____________, ____________)

13 Workshop: Website evaluation presentations; memorandum format; summary and response
HW for 9/15: Write website memo

15 Website Evaluation Memo DUE
Workshop: TBA
HW: Revise/extend summary and response

20 Workshop: Full Drafts
HW for 9/22: Revise/extend your summary and response essay; everyone brings four hard copies to distribute on 9/22

22 Workshop: Full Drafts
HW for 9/27: Revise/extend your summary and response essay; everyone brings four hard copies to distribute on 9/27

27 Workshop: Peer Group Review (BRING SUMMARY/RESPONSE, ALREADY PRINTED; everyone brings four hard copies to distribute.
HW for 9/29: Read Sante, p. 184, Tan p. 176 (Leaders: ____________, ____________)

29 Advertisement Analysis DUE
Discuss: Sante, Tan
Workshop: Analysis and rhetorical structure; discuss possible cultural topics for analysis
HW for 10/4: Choose a topic for an analytical essay (text based or other)
Write and email to instructor: topic and support: varied perspectives; try to establish your thesis

October
4 Workshop: Analysis theses/essays (topic/thesis, list supporting factors) (Group B)
HW for 10/6: Write the introduction to your analysis essay

6 Workshop: Analysis essays/intros (Group A)
HW for 10/11: Revise and extend the analysis essay
Read: CCCC, p. 167; King, p. 192 (Leaders: ____________, ____________)

11 Discuss: CCCC, King essays
Workshop: Analysis essays (Group B)
HW for 10/18: Read Jimenez, p. 20; McCall, p. 9 (Leaders: ____________, ____________)
13 No class – Fall Break

18 Discuss Jimenez, McCall
Workshop Analysis essays (Group A)
HW for 10/25: Read Nye, p. 28; Brooks, p. 31 Leaders:________________________
HW: Revise/extend your analysis (final drafts due Sun. 11/6)

20 No class —Instructor at RMMLA Conference

25 Discussion: Nye, Brooks
Workshop: Full Drafts
HW for 10/27: Revise/extend your analysis

27 Workshop: Full Drafts
HW for 11/1: Revise/extend your analysis
HW for 11/1: Read: Yun, p. 38; Frey, p. 42 (Leaders:________________________)

**November**
1 Discuss: Yun, Frey
Workshop: Argument: structure and strategies
Assumptions and implications, logical fallacies
Analytical essays (final editing and polishing techniques)
HW for 11/3: Polish your analytical essay for peer review; (bring three hard copies for peer review 11/3)
HW for 11/3: Think about: argument topic, strategy, structure/organization

3 Workshop: Peer Group Review (bring three hard copies)
HW: Polish your analytical essay (Due: Sun. 11/6)
HW for 11/8: Email to instructor before the next class in list form: topic, thesis/counter thesis, support for both sides; OR, state the problem, your proposed solution(s), objections
Read for 11/8: Dowling, p. 55; p. 60 (Leaders:________________________)
**Analytic Essay due 11/6. Email it to instructor by 6 pm Sunday.**

8 Discussion: Dowling, Coniff
Discuss arguments and refutations; logical fallacies
HW for 11/10: Write intro to argument plus background information
HW for 11/10: Read Cose p. 199; Muldoon, p. 209 (Leaders:______________, __________)

10 Discuss: Cose, Muldoon
Workshop: Argument topics, possible theses
HW for 11/15: Develop your thesis and direction toward a full rough draft

15 Workshop theses
Discussion: Report Format
HW for 11/17: Revise and extend project: Prepare 4 complete copies, full draft, of the argument project for peer group review on 11/17, 11/22, 11/29 and 12/1
Read: Nichols, p. 102, Wise, p. 109 (Leaders:________________________, __________)
17 Discussion: Nichols, Wise
Workshop: Peer Group Review

22 Workshop: Peer Group Review
HW: Polish/revise projects

24 No Class – Thanksgiving Break

29 Workshop: Peer Group Review
HW: Revise the argument project for submission (Final Project DUE 12/6 in class)

December
1 TBA
HW for 12/6 and 12/8: Prepare Oral Presentations (8-10 minutes)

6 Bring Final Project. Oral Presentations
8 Oral Presentations, Celebrations!

USEFUL WEB SITES:
<www.colorado.edu/pwr> WRITING LAB APPOINTMENTS: wrtg@colorado.edu
<www.colorado.edu/pwr/occasions>
<www.colorado.edu/pwr/writelink>
<www.colorado.edu/pwr/writingtips>
<www.colorado.edu/SASC>
<www-libraries.Colorado.edu/ucb/libraries.htm>
<www.colorado.edu/copyright>