WRTG 3020, sections 044, 047  
Office: ENVD 1B27A; 303-735-5258 
Slave Narratives, Spring 2006  
Office Hours: TR 12:30-1:45, and by appt. 
Instructor: Dr. Christine Macdonald  
Mailbox: PWR main office, ENVD basement 
Messages: call me during office hours; outside of office hours the best way to reach me is by email: 
Christine.Macdonald@colorado.edu 
This course was developed by Dr. Christine Macdonald and Dr. Catherine Kuneec.

Required Texts 
Writing Analytically, 4th ed., David Rosenwasser and Jill Stephen, eds. Referred to as "WA" in the syllabus. 
Articles on Electronic Reserve (e-reserve): http://libraries.colorado.edu; click on "Course Reserves" 
Articles on the Program for Writing and Rhetoric (PWR) website: http://www.colorado.edu/pwr 
Articles on WebCT: https://webct.colorado.edu 
Photocopies of your and your classmates' papers 
A grammar and style book; recommended: A Pocket Style Manual by Diana Hacker 
A CU email account that you check regularly

Objective  
The objective of this course is to help students improve critical thinking and writing skills at the 
junior level by focusing on the rhetorical strategies employed by the writers of slave narratives. I will share 
my enthusiasm with you for the richness, variety, and complexity of these narratives, and will provide a sense 
of the historical context that helped to produce them. Since these narratives were written self-consciously, 
with an eye to how they would be perceived by readers, they are a natural vehicle through which to examine 
writing strategies as you fine-tune the writing strategies you employ in your own papers. 

Of course this is a course in writing, not reading. Our focus will be on persuasive writing—primarily 
analysis and argument. You will learn to shape your essays by first expressing an analytical or argumentative 
purpose and then presenting facts, observations, inferences and ideas in support of that expressed purpose. 
While skills in interpreting narrative will be covered and practiced in class, students should already possess 
the ability to read for inferences (that is, you should be able to recognize and explore ideas that are stated 
indirectly in a primary text, not just explicitly). Although issues of grammar and syntax may be addressed in 
class, students with deficiencies in these areas should see me about where to get additional help outside of 
class.

Course Format and Participation 
This class will be taught as a workshop. Most of our class time will be spent analyzing and 
discussing your essays. The goal of the workshop method is threefold: to teach you how to analyze and 
critique the work of others; to provide feedback in order for you to improve your essays, and to give you 
models for how to assess your writing after you leave this class. Coming to class prepared, with all the 
reading done and with written and oral comments for other student papers, is a substantial part of your grade 
(see below).

Workshops  
The workshop sessions will focus on the strengths and weaknesses of drafts of your papers. The 
workshop format assumes that we learn from each other. Therefore, I require that you carefully consider and 
critically appraise the work of your peers; in return, you will receive the benefit of your classmates' 
assessment of your work, along with my comments. Your critiques of other papers should try to identify 
flaws in logic, organization and expression and make suggestions for improvement; it also is helpful (and 
nice) to identify points that are persuasive and clearly expressed. Your written comments should include 
suggestions for how the writer might improve the shortcomings identified in the paper. The focus always will 
be on the writing, not the writer. It can be difficult to accept criticism of your writing, but by listening to and 
considering such critiques, you will become a better writer. 

Revision is an essential part of the writing process. I expect that you will make substantive changes 
to each draft of your papers.
Attendance Policy

I expect you to attend class regularly and on time. Do not arrive late to class. If you miss class it is your responsibility to find out if additional work has been assigned before you attend the next class. If you have more than three absences, for whatever reason, your grade may suffer. Please note: six or more absences (three weeks of class!) may reduce your final grade by a full letter (B+ to C+); more than 6 absences may cause you to fail the course. I do not distinguish between "excused" and "unexcused" absences, all absences "count," so take care not to use up your three "penalty-free" absences early in the semester. Two late arrivals and/or two early departures count as one absence.

Extenuating circumstances, such as a documented extended illness (hospitalization), will be assessed on a case-by-case basis.

Assignments

You will write one short and two longer essays. You will be required to write multiple drafts of each of these papers. When you submit the final draft for a grade, you will need to turn in the previous drafts that have my comments on them. Papers must go through the draft and revision process to receive a grade. If you do not turn in drafts, you will receive a zero for the assignment. Please make a special effort to turn in drafts of your paper on the date scheduled, even if you are sick. It is almost impossible to workshop a paper if your classmates have not received it ahead of time. Late or incomplete drafts, or an insufficient number of drafts handed out in class, will cause the final grade of the paper to be reduced by one-third for each instance (A- to B+, for example). Drafts sent electronically will be marked late. Repeated late work will lower your final grade for the course, regardless of the total of your individual assignment grades.

Plagiarism occurs when a writer uses the language or ideas of another source without proper documentation. Plagiarism will receive an automatic F and you will be reported to the Dean. Please review "avoiding plagiarism" in Writing Analytically. Students should be familiar with the University Honor Code: http://www.colorado.edu/academics/honorcode/

Students with disabilities who qualify for academic accommodation must provide a letter from Disability Services (DS) and discuss specific needs with me, preferably during the first two weeks of class. DS determines accommodations (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if a religious observance conflicts with your ability to attend class, please notify me a week in advance and make arrangements to make up the work.

In addition to the formal essays, you will complete a number of shorter, sometimes impromptu, assignments: in-class or take-home exercises, written questions for class discussion, quizzes on student papers, and detailed written reviews of your peers' work. Short assignments will be administered only once and are due in class (not email) unless otherwise specified.
Formal exercise 10%
Formal essay – paper 2 (approx. 5 pages) 37.5%
Formal essay – paper 3 (approx. 5 pages) 37.5%
Short written assignments (exercises, worksheets, student questions) 5%
Oral and written critiques of peers' papers 10%

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. 17
Introduction to course; background on American autobiography
Hand out course questionnaire and worksheet

Jan. 19
Theories and components of autobiography; reading strategies
Read Howarth's essay, "Some Principles of Autobiography" on e-reserve and WebCT (about 30 pages)
Read the prefaces by Garrison and Phillips, and Chapter 1 of Douglass's Narrative pp. 267-286 in Slave Narratives
Read Chapter 1 in WA (Writing Analytically), sections 1, 2, and 3
Read entire syllabus (on WebCT); turn in course questionnaire; worksheet due

To access e-reserve, go to the Chinook homepage, http://libraries.colorado.edu, click on course reserves, type in course number (WRTG 3020) or Instructor (Macdonald.) You will need your ID# to access e-reserve. Note: printing can take 3-5 minutes

To access WebCT: go to https://webct.colorado.edu, and click on "Readings" on the homepage. You will need your ID# to access WebCT.

Jan. 24
Read Narrative of the Life of Frederick Douglass, pp. 267-368 (the entire narrative)
Questions due in class (to get credit your questions must be typed); see assignment on WebCT
Read assignment sheet for Paper 1, posted on the "Assignments" page in WebCT
Post response to icebreaker question on the discussion page in WebCT

Jan. 26
Turn in first draft of paper 1; **turn in a hardcopy in class AND submit a copy of your draft to me within the text of a WebCT email (no attachments, please). See assignment sheet.
Read Chapter 2 in WA
Discuss how to write helpful peer critiques

Jan. 31
Workshop Paper 1; claims and use of evidence
Read Chapter 5, part A in WA on linking claims and evidence
Read Chapter 3, part A in WA
Read pp. 113-116 in WA on passage-based focused freewriting
Recommended: "Slavery and Intersectional Strife" by Franklin, on e-reserve and WebCT
Feb. 2  Workshop Paper 1; claims and evidence continued
       Read student paragraphs; prepare typed comments on student paragraphs

Feb. 7  **Paper 1 due** (include first draft with my comments); Assign Paper 2  
       Discuss questions due next class; discuss proper documentation of sources

Feb. 9  Read William and Ellen Craft, *Running a Thousand Miles*...pp.677-742  
       Student questions due (to get credit, your questions need to be typed)

Feb. 14 Read Hazel Carby, "Slave and Mistress..." on e-reserve and WebCT  
       Read W.E.B. DuBois, from *The Souls of Black Folk* (theory of 
       double-consciousness) on e-reserve and WebCT  
       Read article TBA on WebCT  
       Student questions due (to get credit, your questions need to be typed)

Feb. 16 Read Chapter 5, parts B and C, and Chapter 6, part A, in *WA*  
       Read Murray, "Internal Revision" on e-reserve and WebCT  
       Worksheet due  
       Optional: read/skim Chapter 7 in *WA* (recognizing and fixing weak thesis statements)

Feb. 21 18 copies of first draft of Paper 2 due in class  
       Skim "Plagiarism and the Logic of citation" in *WA*, pp. 335-340  
       How to write a peer critique (part 2);

Feb. 23 Workshop first drafts; peer critiques due  
       Recommended (again): skim Chapter 7 in textbook (how to fix weak thesis statements)

Feb. 28 Workshop first drafts; peer critiques due  
       Full draft due: group W; number of copies TBA

Mar. 2 Workshop full drafts (group W); peer critiques due  
       Full draft due: group X; number of copies TBA  
       Read Chapter 6, part B in *WA* (using the evolving thesis to organize the final draft)  
       Skim Chapter 6, sections C and D, in *WA*

Mar. 7 Workshop full drafts (group X); peer critiques due  
       Full draft due: group Y; number of copies TBA  
       Read pp. 296-308 in *WA*, what to do with secondary sources

Mar. 9 Workshop full drafts (group Y); peer critiques due  
       Full draft due: group Z; number of copies TBA  
       Read Chapter 8, section E and F, on conclusions in *WA*

Mar. 14 Workshop full drafts (group Z); peer critiques due  
       Read Chapter 8, sections A-D, on introductions in *WA*

Mar. 16 **Paper 2 due** (include first two drafts with my comments)  
       Assign Paper 3

Mar. 21 Read Jacobs, *Incidents in the Life of a Slave Girl*, pp. 744-814 (chapters 1-12)  
       Student questions due (to get credit, your questions need to be typed)

Mar. 23 Jacobs, pp. 814-881 (chapters 13-26)  
       Student questions due (to get credit, your questions need to be typed)  
       Recommended: "Quasi-Free Negroes" by Franklin, on e-reserve and WebCT
Happy Spring Break

April 4  Jacobs, pp. 881-947 (chapters 27-appendix)
Student questions due (to get credit, your questions need to be typed)

April 6  Read Yellin, "Texts and Contexts..." and essay TBA, on WebCt;
These essays are long, so plan accordingly
Student questions due (to get credit, your questions need to be typed)

April 11 Read two articles, TBA, on WebCt
Student questions due (to get credit, your questions need to be typed)
These essays are long, so plan accordingly

April 13 Paper Proposal due (3 copies); workshop proposals
Discuss paper strategies
Read "The Individualization of Elizabeth Bennet" and "Learning to Kill, or Learning to Heal?"
on the PWR website (bring printout to class); to obtain the papers, go to
www.colorado.edu/pwr/ click on "Links for Writers," click on "Occasions," click on "Contents."
Read pp. 20-21 (debate style argument); Chapter 12, part B, and pp. 312-314 in WA
Read "Engaging Counterarguments" by Norgaard, on e-reserve and WebCt

April 18 First draft of paper 3 due in class, number of copies TBA
Workshop first drafts

April 20 Continue workshop of first drafts
6 copies full draft due: group X
Read Chapter 9 in WA, focus on section B, the Psychology of Form

April 25 Workshop full draft (group X); peer critiques due
6 copies full draft due: group Y

April 27 Catch up day; read Chapter 10 sections A and D, in WA; recommended: sections B and C

May 2 Workshop full drafts (group Y); peer critiques due
6 copies full draft due: group Z

May 4 Workshop full drafts (group Z); peer critiques due

May 8 Final paper due in my box in ENVD on Monday, May 8, by 1:30 pm
**Please remember to turn in your drafts with my comments, along with the final draft