MULTICULTURAL RHETORICS
CLASS POLICIES

WRTG 3020
Fall 2006
Instructor: Dr. Andrea Feldman Phone: (303) 492-4396
Office Hours: T,R 8:30-9:30 AM and by appointment E-mail: feldman@spot.colorado.edu
Office: Temporary Building #1, Room 02A

Readings:
Online reading themes: http://ucblibraries.colorado.edu/pwr/
Additional readings will be assigned in the form of handouts.

Recommended Texts:
A good, college level dictionary, thesaurus, and a college handbook. (e.g., see
Jane E. Aaron, LB Brief, Pearson Education, 2005.)

Objectives:
This course will ask students to write analyses and arguments based on readings that reflect our
multicultural heritage. In responding to readings that represent cultural diversity, students will
evaluate issues and relate them to their own multicultural experiences. Through these readings as well
as class discussion of written assignments, students will learn to make reasoned arguments in defense
of their own opinions. By examining diverse voices, this course helps students meet the challenges of
academic writing.

A component of this course will include a service learning option. Students will be offered the
opportunity to interview and interact with a non-native language student as the basis for one of their
papers. Alternatively, students may observe an ESL setting either on campus or in the community.
Guest speakers will be invited to present a range of views on diversity issues on campus and in the
community. In this way, students will be active learners as they reflect on the multicultural rhetorics
surrounding us. If you choose this component for one of your papers, you will be asked to keep a journal
record of your observations to be turned in with your paper.

The need for a cross-cultural writing course becomes more apparent as the United States becomes ever
more interdependent with our worldwide neighbors. Students need to join this "global village" by
thinking critically about the roles of writing and language in forging a multicultural society. Because
language and writing are necessarily culturally bound, diverse aspects of our own culture are often
neglected in traditional writing courses. This course offers a chance to examine and debate concerns
which are all too often undervalued or ignored. Language--often a tool to disenfranchise--can thereby
become a tool to meld.

Workshop Format
Your own writing will be the principal text; we will all work together as a team
to improve each paper. We will adopt the attitude that any paper can be improved,
and give constructive criticism to everyone. Your job will be to provide oral and
written commentary on other students' papers when assigned to do so.

Method:
1. Attendance and promptness are mandatory. More than three absences will
   lower your final grade. More than six will result in an F for the course.
2. Papers must be typed, double-spaced. You are responsible for bringing in the specified number of
copies when the paper is due. I will not read handwritten papers. Spelling and grammatical errors are
not acceptable; see the recommended texts above if you have this problem. Word-processing is helpful for revision.

3. Assignments: see attached syllabus for dates.

We will attempt to work on each paper once a week. Please note that your paper is due to be distributed in advance of the discussion on your paper. In addition, you will be required to give oral and written commentary on another student’s paper once a week. Oral and written participation constitute 30% of your final grade (see below). It is a good idea to revise your paper nightly even though you will only hand it in on the due date. Late papers will not be accepted. I will not accept final papers that have not been reviewed at least five times in class. "First draft" final versions are unacceptable and will not receive a grade.

4. Plagiarism: Plagiarism is a crime and will result in an F for the course, as well as possible disciplinary action by the university. Always be sure to give credit for words or ideas from another source and do not hand in work which is not your own.

5. I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury and attention deficit/hyperactive disorder, psychiatric disabilities, to discuss with me, after class or during my office hours, appropriate accommodations. 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 (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

6. Grading:
20% Short assignments (includes assigned written comments on papers)
10% Class participation (includes turning in drafts when due, and journal entries if applicable)
70% Papers

In addition to short assignments, you will write three formal papers in this class.

1st paper: analysis (2-3 pp.)
2nd paper: argument (4-5 pp.)
3rd paper: analysis or argument (2-3 pp. or 4-5 pp.)

The three formal papers will be weighted in the following manner.
The better of the required papers will be worth 30% of your final grade. The next best paper will be worth 25% and the remaining paper worth 15%. Make three copies of each full-length paper and submit two: one for yourself, one for me, and one for the additional instructor who may be grading your paper in addition to me.

The standards for the papers are as follows:

A Exceptional in form, content and style. No mechanical errors. Presents original and relevant ideas to a clearly identified audience. Demonstrates the student's expertise.

B A good, interesting paper. The student demonstrates control of the form and uses an analytical or argumentative style as required by the assignment.

C An adequate paper which has a form, but which may contain weaknesses. A descriptive paper would fall into this category.

D Contains deficiencies in form, content, or mechanics.

F Incoherent, lacking in form, or not turned in when due.
WRTG 3020–04
Course Syllabus
Instructor: Andrea Feldman

Syllabus: This syllabus is tentative. Any changes will be announced in advance. If you are absent on the date your paper is due, be sure to have someone bring it to class. Attendance on the day your paper is discussed is crucial.

Note the following abbreviations:
para=paragraph
WS=workshop
REV=revision. Distribute copies to classmates.
COM=commentary. You are responsible for initiating the discussion on a given paper. You may be required to submit written commentary.
SA=short assignment to be typed and handed in to me (1 copy only).

T 8/29        Introduction
              Readings:
              Martin Luther King, Jr. “Letter from the Birmingham Jail” (online reading—Multicultural Rhetorics reading theme).
              Rebekah Nathan, “My Freshman Year,” p. 55-89 (handout)
              Ishmael Reed, “What’s American about America?” (handout)

SA #1 (due Tues. 9/5) Summary of one of the assigned articles

R 8/31        Discussion: King, Reed, and Nathan articles
              Introduction to forming analysis

T 9/5         Forming analysis: The rhetoric of race.
R 9/7         Topic 1: Defining Diversity, on campus and in the community. Read: Kim Castleberry, “Racism Under the Surface” (handout)
              Glenn Loury, “When Color Should Count” (online reading—Multicultural Rhetorics reading theme).

SA #2 (due R 9/14). Write a summary of one of the assigned articles by Castleberry or Loury.

T 9/12        All students turn in and distribute copies of introduction to paper 1. WS
R 9/14        WS/REV (for T 9/19)

T 9/19        WS background para(s)
              Read: Handout on analysis

SA #3 (due R 9/28) Explain the difference between analysis and description (i.e., summary). Give examples to illustrate the difference.

R 9/21        WS/COM background para(s)
              Discussion of analysis
**Paper 1 due in class.**
Intro to argument:
Read: Lanham, "Revising Prose," ch. 1 (handout)

SA #4 (due R 10/12) Prepare exercises from "Revising Prose" (handout)

R 10/12 Topic 2: Visual Media. Cartoon description, analysis and argument
Readings:
"Environmental Statement," Chief Seattle (online reading—Multicultural
Rhetorics reading theme).
Ebonics packet available online—Multicultural Rhetorics reading theme.
June Jordan, "Nobody Mean More to Me than You" (handout)

SA #5 (due T 10/17) summarize one of the assigned articles.

T 10/17 Discussion of Readings and the rhetoric of persuasion.
R 10/19 All Students turn in introduction to 2nd paper, and
distribute copies to all students.

T 10/24 WS/REV/COM analysis paras
R 10/26 WS/REV/COM analysis paras

T 10/31 WS/REV/COM full drafts
R 11/2 WS/REV/COM full drafts

T 11/7 **Paper 2 due in class. Discussion**
Topic 3 Readings: Gender and Language.
Handouts:
Tannen, "How male and female students use language
differently;"
Tannen, "Talk in the intimate relationship: His and Hers;"
Pfeiffer, "Girl Talk - Boy Talk;" and "USA Today Debates Single-Sex
Classes."
Online readings:
Wolfe, "She just doesn’t understand” (Language and gender reading theme).

T 11/14 All Students bring in intro para for paper 3, and distribute copies to all
students.
R 11/16 WS

*Thanksgiving Break—November 21-23*
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FINAL PAPER DUE ON Fri. 12/15 BY 5:00 PM IN MY MAILBOX AT TB 1.