The first graded paper is patterned after the MCAT writing test. This assignment introduces you to the elements of a written analysis and gives you an opportunity to address questions of mechanics and style. (This assignment also offers valuable test taking preparation to students planning to take the MCAT.)

The second graded paper will be written in commonly used form that is widely adaptable to academic, professional and journalistic writing. This assignment helps you develop a sense of audience and a sense of how to use writing as a means of defining your place in a professional or academic community. You have the choice of (1) refuting a brief essay on a relevant current issue or (2) analyzing a policy, policy proposal or professional code to show why it is unlikely to achieve its stated ends.
The un-graded assignments—especially the summary, research prospectus and annotated bibliography—are designed to prepare you for your second, major paper in the course. While you will not receive a grade on these assignments, failure to do them, and do them well, will minimize your chances of getting a good grade on your second paper in this class.

In general, the purpose of this course is to teach you how to read and think critically and how to express your thoughts in a direct and convincing way. The specific goals of this course are to teach you how to:

- Recognize and evaluate a statement of fact, of arguable opinion, of taste and of dogma;
- State a defensible analytical or argumentative thesis;
- Support the thesis over the course of a 6-12 page essay;
- Use the paragraph as the basic unit of composition and of verbal reasoning;
- Summarize a counter-argument fairly and sympathetically;
- Analyze and refute an argument by addressing the validity of its claims, evidence, and assumptions;
- Weigh and adapt common persuasive appeals in light of the expectations of your audience;
- Craft a conclusion that places your specific argument in a broader social or intellectual context;
- Write simple, clear, economical prose;
- Present purposeful, direct and tactful oral critiques of your fellow students’ writing; and,
- Use writing as tool for building consensus within an informed community.

**WORKSHOP FORMAT**

This course is a writing workshop. Most of our class time will be spent analyzing and discussing your essays. Every third class period you will post a draft of your work on the CU-Learn website for this course. Your classmates will download a copy of the draft. Some will respond in writing and post their comments on the website. Others will be prepared to offer an oral critique of your work in class. The workshop method is designed to:

- Teach you how to analyze and critique the work of others;
- Give you direct audience response so that you can develop a realistic sense of the diverse interests and expectations of your audience;
- Teach you that writing is never a solitary act, but an ongoing dialogue with your collaborators, critics and the wider culture;
- Provide you with a method for drafting and revising your essays in your other courses.

You are expected to write multiple drafts of each essay. Each draft should be presented as if it were a final draft. Each draft must be typed, double-spaced and turned in on time. *Late drafts are not accepted.* I will comment -- in writing and in class -- on each draft. I will grade the final draft only.

**DUE DATES FOR MAJOR ASSIGNMENTS** (subject to change at instructor discretion)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Research Prospectus for Paper #2</td>
<td>2/15</td>
</tr>
<tr>
<td>Paper #1 - MCAT Response</td>
<td>3/22</td>
</tr>
<tr>
<td>Annotated Bibliography &amp; Summary</td>
<td>4/3</td>
</tr>
<tr>
<td>Paper #2 - Analytical or Argumentative Essay</td>
<td>5/8 (During the Final Exam Period)</td>
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<tr>
<td>Written Critiques of student writing throughout the semester</td>
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**ASSIGNMENT VALUES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>2 page response to an MCAT question</td>
<td>25%</td>
</tr>
<tr>
<td>6-12 page policy analysis or refutation of an analytical or argumentative essay</td>
<td>45%</td>
</tr>
<tr>
<td>Daily oral and written critiques of student writing over the course of the semester</td>
<td>20%</td>
</tr>
<tr>
<td>Minor writing assignments, including the prospectus, bibliography and summary</td>
<td>10%</td>
</tr>
</tbody>
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Additional Requirement - Regular participation in class discussion of texts and student writing. Lack of substantive class participation will result in a full letter grade penalty.

**GRADING**

Grading in the PWR is rigorous; however, you are not predestined to receive a C or worse, nor is it impossible
to get an A. To receive an A, you must write two stylistically and mechanically flawless papers that defend and develop a line of reasoning that originates with you and not with me. Your best means of getting a good grade is to revise your essays according to the recommendations that I give you during the workshops. That said, you are not guaranteed an A just because you follow my advice. Your relative success or failure is a function of your ability as a writer and thinker and the amount of effort you put into your work.

Please note: this is not a course in basic grammar and syntax. I assume that you have a working understanding of English grammar and usage. If you don’t, you will struggle in this course. If such is the case, I will do my best to direct you to people and resources that can help you.

PLAGIARISM

Do not plagiarize. Plagiarism is the use of someone else’s words or ideas without crediting them as the source. I will report all incidents of academic misconduct to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). In order to discourage plagiarism, I will not allow you to change the topic of the second paper unless there is time to do one workshop and extensive revision of the new topic.

ATTENDANCE POLICY

Because this course is a writing workshop, your class participation is essential to every student’s success in the course. Thus, it is imperative that you attend class. I allow three absences – excused or unexcused. At the fourth absence, I will grade you down one full letter grade, and one full letter grade for each absence thereafter. I don’t make a distinction between excused and unexcused absences. Also, I do not want to hear your explanation for minor absences (minor illnesses, failure to set your alarm clock, heavy traffic, etc.). It is your responsibility to make sure that such things don’t happen more than three times over the course of the semester. I only make exceptions to the three-absence rule in the case of an extraordinary situation – i.e. death in the family, prolonged illness, injury, etc. In those instances, I require a written verification of your excuse in order to meet the exception. Typically, absences due to major religious holidays are also exceptions to the policy. Please inform me of such early in the semester.

I will take attendance at the beginning of the class. If you are late, you will be marked absent. It is your responsibility to remind me – at the end of the class period – to strike your absence from the record. If you don’t, I will not strike your absence from the record and it will count against your three-absence allowance.

TEXTS

Course readings will be available through the CU-Learn website and the e-Reserves system of the University Libraries. I will also hand out packets periodically and refer you to relevant web sites. You can access the CU-Learn page for the course through CU-Connect. Under the Course Content link on the left-hand menu, you will find several folders with a diverse range of readings—background readings on bioethics, model texts, readings on style, mechanics and proper citation form, and other relevant topics. Please refer to http://www.colorado.edu/its/docs/culearn/index.html for further info on how to use CU-Learn.

You may access e-Reserve readings by going to http://libraries.colorado.edu/search/p?SEARCH=Wilkerson. Be sure that you then click on the hyperlink for 3020 (Biomed) and not the link for 3020 (Political) or 3030. The readings for the course will be listed alphabetically.

STUDENTS WITH DISABILITIES

If you have specific disabilities and require accommodations, please let me know by the end of the second class so that your learning needs may be appropriately met. Please provide documentation of your disability to the Disability Services Office in Willard 322 (phone 303-492-8671.)

RELIGIOUS HOLIDAYS

Please let me know early in the semester about religious holidays that may not be recognized by the standard academic calendar. We will work out a way to accommodate your absence. (Be advised that weekly 420 observances of the Church of Cannabis Almighty will not be accommodated.)