Course Policies & Goals

Esther Quinlan, Writing & Rhetoric 3020

Instructor Contact Information for Spring 2007

Office:  Temporary Building 1, (The Prose Hospital), Room 113.  (TB #1 is located between Claire Small and Sewall Hall, on the north end of the 380 Parking Lot next to the Rec Center.)

Hours:  TR from 1-2 & and R 4:45-5:30 or by individual appointment

Phone:  303/735-0823 (office) or 303/ 443-1405 (home) before 9 p.m.

Email:  quinlan@colorado.edu (via CU-Learn)

Required Materials

- Siddhartha, by Hesse (translated by Sherab Chödzin Kohn, Shambala, 2000)
- World’s Religions: Guide to Our Wisdom Traditions, by Houston Smith
- They Say, I Say, by Graff and Birkenstein
- Two pocket folders
- Two CDs: one for the Visual Art Project and one for the Final Portfolio
- Microsoft Word (Other programs are not compatible with certain CU-Learn functions.)
- Mozilla Firefox 1.0 or 1.5 as your Internet browser. Version 2 is not compatible with CU-Learn. Safari for Macs.

Overview

This topic furnishes us with excellent material for analysis and argument, the two modes of discourse emphasized in PWR’s upper-division Arts and Sciences written communications requirement courses. According to historian Huston Smith, “If we take the world’s enduring religions at their best, we discover the distilled wisdom of the human race.” This wisdom can be divided in religious texts that have human authority and sacred texts that have divine or transcendent authority. We will explore artistic expressions of spirituality in literature and visual art, for the subtlety, intensity, and depth of spiritual consciousness are conveyed powerfully through art. (Visual art includes painting, sculpture, architecture, or photography.) Readings and assignments relate to mysticism and The Spiritual Quest. Students from all religious traditions and those without any religious tradition are all welcome, with the understanding that the course
is built on two assumptions: first, that spirituality is an integral and valid dimension of humanity; and second that all religious traditions offer access to transcendent truth.

Schedule Overview for Spring 2007

January 16-February 15: Mysticism and Poetry Project
February 20-March 22: Inquiry-Argument Project
April 3-April 5: Style Work
April 10-May 3: Visual Art Project

Assignments and Due Dates

See “Assignments” on CUlearn for weekly homework and due dates.

Grading

Three Formal Papers constitute 75% of the course grade. One of these is a team project in which partners collaborate and receive the same paper grade, but separate participation grades. The remaining 25% of the course grade comes from class participation, homework, peer reviews, and short writing assignments.

- Grades are given in points.
  - Good grammar and spelling skills are a prerequisite. Deficits in these areas will lower paper grades. However, correct spelling and grammar will not elevate grades.

Paper Grading Standards

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.

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 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 will have some important unresolved problems in content and form, and distracting grammatical errors and stylistic flaws.

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, plagiarized, nonexistent, or written on a topic other than the assigned one.
Appeals
If you wish to appeal a paper grade, PWR has a policy to follow. First, consult with your instructor. After that consultation should you wish to take your appeal further, your instructor will have another instructor in the PWR grade your paper. The Program also has its own ombudsperson, Rebecca Dickson. You may contact her at 303-735-4908.

Game Rules

- Attendance is mandatory because active participation in a workshop class includes classroom discussion, in-class exercises, group work, and so. Because much of the writing instruction occurs in class, it cannot be “made up.”

- You have 3 free cuts. Absences beyond those three cuts lower the final grade proportionately, as follows: a final grade of A reduces to an A- with 4 unexcused absences, to a B+ with 5 unexcused absences, and so forth. Excused absences require written documentation with specific dates from the appropriate party.

- Promptness: two significantly late arrivals equal one absence.

- Email policy: It is the responsibility of each student to email a peer for information on missed classroom activities. (In most cases, the weekly assignments will list this information.) Check CU-Learn for email messages from your instructor or peers at least 3 times weekly.

- If you miss class, you are still responsible for work due for the next class.

- Homework is due either at class time, or at a time specified in the assignment. If you won’t be in class, email your work by the deadline for credit. Late homework is not accepted.

- A late formal paper/major project will be docked 10 points for each 24 hour period it is late: a 90 becomes an 80 when 24 hours late.

- A deadline extension for final papers may be granted—only if a request is made at least 48 hours before the due date.

- Absences for religious holidays count as a free cut.

- All work is to be typed, unless otherwise specified. Use Times New Roman 12 point with 1.5 spacing.

Relevant University Policies

English as a Second Language
If English is not your native tongue, see your instructor before the third class meeting so that he or she may advise you about special ESL sections of UWRP 3020 and/or refer you to appropriate services on campus.
Plagiarism

All cases of plagiarism will be reported to the Dean’s office. If either the draft of a paper or the final version of a paper contains plagiarism, the student will receive—at the very least—a failing grade for that assignment. The incident will also be reported in an Honor Code Violation.

Disabilities Statement

If you have physical, psychiatric or learning disabilities and require accommodation, please let me know by the second class meeting so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Service office in Willard Hall, room 322 (phone 303-492-8671).

The University of Colorado Policy on Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect and to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See police at these web locations.

http://www.colorado.edu/policies/classbehavior.html

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado Policy on Sexual Harassment

This policy applies to all students, staff and faculty. 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. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or 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/
Course Goals for Writing & Rhetoric 3020

CRITICAL THINKING AND ITS WRITTEN APPLICATION

As writers and as readers, students should leave 3020 being able to:

- Develop a question about a complex issue.
- Locate and use resources \(^1\) when necessary to exploring a line of inquiry.
- Critically evaluate information sources for credibility, validity, timeliness, and relevance.
- Draw inferences/interpretations/conclusions about a body of evidence.
- Distinguish description from analysis and argument.
- Distinguish flawed from sound reasoning, and be able to respond to and challenge claims.
- Generate a thesis and understand the organic relationship between thesis and support in an essay.
- Structure and develop points of argument in a coherent order to build a case.
- Critique one’s own works in progress and those of others.

THE WRITING PROCESS

As writers, students should be able to:

- Understand writing as an ongoing process that requires multiple drafts and various strategies for developing, revising and editing their work.
- Understand that revision is informed by critical dialogue.
- See the critical analysis of others’ work as relevant to one’s own writing.

\(^1\) Resources might include, but are not limited to, primary textual evidence and a wide range of secondary or extrinsic sources, such as: interviews, fieldwork data, gallery collections, archives, internet sites, popular magazines, and peer-reviewed articles and books.
RHETORICAL SITUATION

Students should learn to:

- Recognize that writing addresses an audience, and that writers should anticipate the thinking, the questions, and the possible objections of readers.

- Exercise rhetorical skills: frame issues, define and defend theses, invent and arrange appeals, answer counterarguments, and contextualize conclusions.

- Value writing as a collaborative dialogue between authors and audiences, critics, and colleagues.

- Make decisions about form, argumentation, and style from the expectations of different audiences.

- Recognize that a voice or style appropriate to one discipline or rhetorical context might be less appropriate for another.

MECHANICS AND STYLE

Students in WRTG 3020 should learn to:

- Convey meaning through concise, precise, highly readable language.

- Apply the basics of grammar, sentence-structure, and other integral mechanics.

- Develop skills in proofreading.

- Find one’s own genuine voice.

- Use techniques to improve their style.

- Use paragraph structure and transitional devices to aid the reader in following even a complex train of thought.

- Use correct documentation form in citing sources, whether Chicago Style, MLA or other formats.