WRTG 3020/3030/3040 Section 800, Spring 2007
Advanced Composition: Writing about Cultural Issues
TR: 9:30-10:45 a.m., ATLAS 104

Instructor: Dr. Anne Bliss
Office: ENVD 1B27D
Office hours: TR 1-2:30 p.m. and by appointment
Phone: 303-492-4478 (includes voice mail)
Email: anne.bliss@colorado.edu

Course Objectives:

WRTG 3020/3030/3040 (ESL Section) will be conducted as an intensive writing workshop about the relationship between culture, the individual, and society. Now, and in the future, you will be expected to write and speak clearly to people inside and outside your field. This course aims to help you develop and improve your skills in critical thinking, analytical reading, persuasive writing, and oral presentation.

Required Texts:

Recommended References:
A good dictionary, e.g. Webster’s Collegiate Dictionary: Elements of Style (Wm. Strunk and E.B. White); a thesaurus, e.g., Roget’s Thesaurus; a reference to the Internet, e.g., ONLINE! (Andrew Harnack and Eugene Kleppinger, 1997, St. Martin’s Press); Harbrace College Handbook (Hodges, et al., 1998, Harcourt Brace Publishers)

The primary text for the course will be your writing and that of your classmates. You will be expected to provide copies of your writing assignments for discussion. These assignments must either be typed (double space, full page, stapled when necessary), posted to the course website, or on disk as assigned. Assignments are due at the beginning of class on the date assigned. The class will work together as a team to improve each assignment through constructive criticism and oral or written commentary as assigned. This class will use computer-mediated instruction, so most assignments will be conducted through the use of the Internet.

If you must miss class when you have a paper or revision due, please be sure to give it to the instructor ahead of class, or send it with another student. Late assignments most likely will not be accepted, but I do enjoy hearing your excuse anyway.

Attendance is obligatory. If you must miss class, obtain from a classmate the information or assignment given during the session. Excessive absences (i.e., more than three) will negatively affect your term grade at the rate of 1/3 grade per absence after three; two tardies count as one absence. More than five absences will result in an “F” for the course; in the case of illness, more than four excused absences may result in an “IW” for the course.

Disability Statement: 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).

Second or Subsequent Language Statement: If you speak English as your second or subsequent language, please notify me of your home language and any real or potential difficulties you may have in listening, speaking, reading, or writing in English.

Sexual Harassment will not be tolerated, and any harassment will be reported according to university regulations.
WRTG 3020/3030/3040 Course Requirements:

This course requires short writing assignments analyzing specific issues as well as two 5-6 page persuasive essays using analysis and argument. In addition, critique of papers, oral presentations, and participation in class discussions and group projects will be expected. Review of grammar, diction, vocabulary, and style issues will be undertaken as needed and appropriate. Participation in and out of class (online) counts heavily in the term grade.

We will attempt to work on each person’s writing project at least once per week, and drafts are to be distributed in advance of discussion. You will be required to present a critique or lead discussion about other students’ papers; the critique may be oral or written as assigned. Even though you only submit your assignments for grading on the due dates, you will want to work on them daily. To receive a grade, submitted papers must be reviewed in class while they are “in progress”—a “first draft” final version of a paper will not receive a grade.

Grading Standards:

These standards apply to essays as well as other written assignments. Grades for oral presentations are based on content, clarity, form, and delivery.

A Exceptional in form, content, and style: original, substantive, insightful, persuasive, well organized and written in a clear, graceful, error-free style.

B A good, interesting paper demonstrating control of the form plus above average thought and writing craft. The paper may have no major flaws that compromise its effectiveness or readability.

C An adequate paper that has a form, but one that may contain weaknesses. The paper will fulfill the basic requirements of the assignment but say little of genuine importance.

D Contains deficiencies in form, content, or mechanics.

F Incoherent, lacking in form, or not turned in when due.

Spelling, typographical, and grammar errors are an insult to the reader and are unacceptable. These kinds of errors, if not corrected by final submission of written assignments, will negatively affect grades on those assignments. Grades will not be given on assignments while they are in process.

Term grades will be based on performance in several areas; approximate percentages are as follows:

40% General assignments: attendance, discussion, oral and written critiques, oral presentation (team and individual), group work, and short assignments

60% Essays: analysis and argument

Plagiarism:

Submitting another person’s work as your own or failing to credit the ideas or work of others included in your written or oral presentations will result in an automatic “F” for the assignment. Other ramifications, according to the Honor Code (www.colorado.edu/academics/honorcode), will also result. Plagiarism is a form of cheating. Document your sources accurately in text citations and a reference list according to standard APA, MLA, or CBE format. Your writing handbook explains the acceptable format and provides models for citation. You are responsible for using correct format; choose the format used in your major field and do not switch back and forth between style systems.

No cheating allowed! Written text may be submitted to turnitin.com, a plagiarism checking service, which you may use to check your own papers as well. Also study the CU copyright information: www.colorado.edu/copyright. Copyright law in the U.S. is very strict; follow the law.
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 (few, oral and written)

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

PERSUASIVE ESSAYS (60%)
   - Analysis
   - Argument

UNIT 1:

Introduction to Analysis, Persuasion, Organization, and Writing
Reading/Discussion (Continues through Block 2 and Block 3)
Writing Projects: Short Essays; Advertisement Analysis (Summary and Response); Website Analysis; Critiques

UNIT 2:

Analytical Essay (Maximum text length: 1500 words -- 4-6 pages)

   Topic:  
   1. Analysis related to essays and issues presented in the text book; OR
   2. Cultural Issues related to your field of expertise or experience; OR
   3. Current cultural issues and their social implications
   
   Audience: Specific and appropriate
   Format: Essay or Formal report (e.g., short report, memo, business letter)
   Publishable

UNIT 3:

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

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

   Audience: Specific and appropriate
   Format: Formal Essay OR an appropriate genre for a project report appropriate to the issue and assignment parameters: cover sheet, table of contents, letter of transmittal, executive summary, appropriate graphics, etc.
   Publishable (hard copy, web page, other)
WRTG 3020/3030/3040 ESL Section
Course Syllabus, Spring Term 2007
Dr. Anne Bliss

This syllabus is tentative; changes will be announced in advance. Please note: often, more than one activity will take place during a single class session. Use this schedule to keep track of assignments, due dates, and other information. The workshop format demands that you revise, rewrite, or extend your essay after it has been discussed in class. These revisions, with copies posted online for everyone to read, should be posted online before the next class session. All members of the class are expected to participate in the workshop discussions of papers or other assigned materials.

In addition, class members will read the assigned essays in Considering Cultural Difference, which will provide focus for writing assignments. Use the themes, problems, and issues identified in this book, in conjunction with what you have learned in your major field, as inspiration and models for your own writing. Teams of class members will prepare questions and lead discussions about the essays in this book.

January

16 Course introduction
Discuss the classic rhetorical form.
HW: Read the McIntosh essay, p. 123
   Write: "Why is it important to understand cultural differences and similarities?" (250 words, 1 copy, 1/18)

18 Discuss: McIntosh essay (Anne)
   Rhetorical structures

23 Introduction to Mobile Lab, CULearn
Discuss: Electronic and face-to-face discourse
Netiquette
HW #1: Read: Hossaini, p. 141; Peters, p. 154 (Leaders: __________________________, _______________________
HW #2: 1. Work with your partner: visit a site about culture and globalization on the World Wide Web (WWW).

25 Discuss: Hossaini, Peters; mapping space/place/culture
Discussion: Websites related to cultural issues (consider purpose, design, bias, etc.)
   1. Discuss memorandum format (handout)
   2. Analyze the website according to the evaluation criteria (handout)
   3. Post your memorandum analyzing the website on CULearn
   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 (2/1). Deadline: Post your memo by midnight 1/31.

30 Workshop: Website evaluations
HW: Website memo posted online by midnight 1/31
   Locate an advertisement related to culture or cultural groups; the writing assignment asks you to analyze WHY the advertisement is appropriate or not, i.e., why it is successful in selling the product, to a cultural group. (Maximum 1000 words, due 2/23 posted online). Bring the ad to class on 2/1.

February

1 Website Analysis Presentations by teams
Discussion: Culturally Influenced Advertising; Summary and Response Assignment
HW: Write: Thesis and support for a short summary/response essay about your ad (class copies)

6 Workshop: Summary and Response Assignment Discussion/Critique
HW: Revise and extend your text after discussion

8 Workshop: Summary and response
HW: Revise/extend summary and response, assignment due 2/23

13 Workshop: Summary and Response
HW: Revise/extend summary and response to full draft status

15 Workshop: Full Drafts
HW: Revise/extend your summary and response essay; bring four hard copies on 2/20
   (Final Essay – Due: 2/23 midnight)

20 Workshop: Peer Group Review (BRING SUMMARY/RESPONSE ESSAY, ALREADY PRINTED: four
   hard copies)
HW: Read: Sante, p. 184, Tan, p. 176 (Leaders: _____________________________)

22 Discuss: Sante, Tan
   Workshop: Analysis and rhetorical structure; cultural topics for analysis
   Partner review of summaries and responses
HW: Finalize your summary and response essay (DUE: 2/23, posted by midnight )
   Determine a topic for your analytical essay (text based or other)
   Write and post online: topic and support—present varied perspectives; support your thesis your thesis

27 Workshop: Analysis essays (topic/thesis, list supporting factors)
HW: Write the introduction to your analysis essay (post before class on 3/1)

March

1 Workshop: Analysis essays
HW: Read CCCC, p. 167; King, p.192 (Leaders: _____________________________)

6 Discuss: CCCC, King essays
   Workshop

8 Workshop
   HW: Revise/extend the analysis essay
   Read Jimenez, p. 20; McCall, p. 9 (Leaders: _____________________________)

13 Discuss: Jimenez, McCall
   Workshop
   HW: Revise/extend your analysis (full drafts due 3/20; final essay due 4/7)

15 Workshop
   HW: Read Nyc, p. 28; Brooks, p. 31 (Leaders: _____________________________)
   Revise/extend your analysis (full drafts due 3/20; final essay due 4/7)

20 Discussion: Nyc, Brooks
   Workshop: Full Drafts

22 GUEST LECTURE: Thomas Lemieux, Ecology and Environmental Biology, CU Greenhouse Director
   HW: Revise/extend your analysis (DUE: final essay posted by midnight 4/7)
   Read: Quindlen, p. 3; Churchill, p. 83 (Leaders: _____________________________)

Spring Break ~ No Classes March 27, March 29
April

3 Discuss: Quindlen, Churchill
Workshop: Final class review of analysis essays, Q&A
Argument: structure and strategies
Assumptions and implications, logical fallacies
Analytical essays (final editing and polishing techniques)
HW: Polish your analytical essay for peer review; bring three hard copies for peer review 4/5
Think about: argument topic, strategy, structure/organization

5 Workshop: Peer Group Review (bring three hard copies, already printed)
HW: Polish and submit your analytical essay (Due: 4/7—posted by midnight)
Write before the next class: in list form: argumentative topic(s), thesis/counter thesis, support for both sides; OR, state the problem, your proposed solution(s), objections; post online before class on 3/10
Read: Dowling, p. 55; Coniff, p. 60 (Leaders:_________________________

10 Discussion: Dowling, Coniff
Argumentative topics, evidence, counter argument
Workshop: Argument (Final Project Due 4/27 posted by midnight)
HW: Introduction to your argument, plus background information (full rough draft 4/17)
Read: Cose, p. 199; Muldoon, p. 209 (Leaders:_________________________

12 Discuss: Cose, Muldoon
Workshop: Argument
HW: Revise and extend project

17 Workshop (FULL rough drafts)
Discussion: Report Format
HW: Revise and extend project; Prepare 4 complete copies, full draft, of the argument project for peer group review on 4/24 or 4/26 as assigned (first ½ class on 4/24; second ½ class on 4/26)
Read: Nichols, p. 102, Wise, p. 109 (Leaders:_________________________

19 Discussion: Nichols, Wise
Workshop: Full rough drafts
HW: First ½ class prepare four hard copies, already printed for peer review on 4/24

24 Workshop: Peer Group Review
HW: Polish/revise projects
Second ½ class prepare four hard copies, already printed for peer review on 4/26

26 Workshop: Peer Group Review
HW: Revise the argument project for submission (Final project DUE: 4/27 by midnight)
Prepare oral presentation (6-8 minutes; due 5/1 or 5/2 as assigned)

May

1 Oral Presentations

3 Oral Presentations
Reflections

USEFUL WEB SITES:
<www.colorado.edu/pwr>
<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> PLUS <www.colorado.edu/copyright>

***WRITING LAB APPOINTMENTS: wrtg@colorado.edu