WRTG 3020/3030/3040 Sections 800 & 801, Fall 2007
Advanced Composition: Writing about Cultural Issues
TR: 9:30-10:45 and 11:00-12:15 (Hume 160)
Instructor: Catherine Lasswell

Office: ENVD 1B30
Office hours: T & Th:1:00-1:50 and Th: 2:00-2:50 and by appt.
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Course Objectives:
WRTG 3020/3030/3040 (ESL Section) will be conducted as an intensive writing workshop concentrating on the relationship between culture, the individual, and society. The course will focus on thinking critically about cultural issues and formulating thoughtful responses to them in the form of analytic writing, arguments, and refutations. As we read each other’s writings, we will work collectively to critique and provide recommendations for improvements. Brief presentations will provide practice in communicating orally to a group. We will also have discussions on cultural issues and topics; All students will be assigned to lead these class discussions.

The primary text for the course will be your writing and that of your classmates. You will be expected to provide hard copies of your writing assignments for discussion. These assignments must either be typed (double space, full page, stapled when necessary) or posted to the CULearn website depending on what is required.

Required Texts


Recommended:
A good dictionary, e.g. Webster’s Collegiate Dictionary; Elements of Style by Wm. Strunk and E.B. White

Workshop Format
Your writing will be central to what is discussed in the class. Each major piece of writing will be critiqued and discussed as part of the process of critical inquiry, as we all work closely to moving your ideas to greater insight, depth, logic, and clarity. All students are expected to contribute their constructive comments to their classmates’ drafts on the day of the workshop. The writers will receive the comments and decide for themselves how to incorporate the insights into their revisions. Sometimes you will need to distribute essays in advance of the workshopping of those essays—passing them out the class
before. Other times you will need to download your classmates’ drafts and bring them to
class. You will be expected to adhere to the schedule to email your work on the
scheduled day and time or you will be graded down. Always, you will need to arrive to
class ready to comment on the work of your colleagues and to share in their inquiry.
Both the written and spoken feedback given in workshops should identify weaknesses in
the writing and propose possible remedies.

Please have drafts (typed, double-spaced) ready to distribute according to the workshop
schedule. Drafts are required, but will not graded. Please date all drafts. If you miss
classroom critiques because you do not turn in drafts, the quality of your papers will
almost certainly suffer. I will not accept final essays that have not been reviewed on a
regular basis over the course of the assignment. "First draft" final versions are
unacceptable and will receive an F. Late papers will not be accepted (except under
extraordinary circumstances).

**Attendance**
Because this class is structured as a workshop/seminar, it is crucial that you attend class
consistently to make the course worthwhile for you and others. Those who miss class
will be expected to get instructions and assignments from classmates. Three absences
are allowed during the semester, taken for any reason including illness. All absences no
matter their reasons will be counted toward the allowed number. **Absences four and
beyond will lower your final grade by a fraction of a letter** (i.e. A- to B+) for each
absence after the third. Even when excused, more than six absences will result in an F
for the course. Class starts at the announced time; tardiness is not acceptable (two late
arrivals later than 5 minutes count as one absence).
Grading Standards

The following standards apply to all written assignments.

Writing:
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  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 or failed to meet the workshop review requirements.

Participation:
A    Always prepared for class; participates without being called upon; criticism of other student essays shows insight, close reading; comments clear, succinct, and helpful.
B    Generally prepared for class; occasionally participates without being called on; criticism of other student papers shows mastery of the course goals; comments generally clear and helpful.
C   Adequately prepared for class; only participates when called on; mastery of the course goals generally evident, but criticism of other student papers, although somewhat helpful, demonstrates a less than thorough reading of the paper.
D   Preparation is less than adequate; never participates unless called on; criticism of other student papers demonstrates a casual reading, at best; comments demonstrate a failure to master the course goals.
F   Disruptive in class (reading newspaper, talking, continual tardiness, etc.), unprepared when called on, unable or unwilling to participate in class discussions.
Disability Statement
The University of Colorado makes reasonable accommodations for those with documented disabilities. Students should notify the counselor for Students with Disabilities located in Willard 322, (303-492-8671) and their instructors of any special needs. Instructors should be notified the first week of classes so accommodations can be discussed.

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 standards 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.

Religious Observances
Please notify me at least one week in advance if you will be absent due to religious observances. These missed classes will not be counted as absences. I will make every effort to accommodate your absence including giving make-up exams or extra credit work for in-class assignments missed.

A new classroom behavior policy has been adopted. All students need to read it. Consult [www.Colorado.edu/policies/index.html]
OVERVIEW OF TERM ASSIGNMENTS

General Assignments = (40%)

- In-Class Participation and Short Assignments (30%)
  - Discussant/Referee on Drafts (multiple, ongoing)
  - Summary and Discussion of Readings
  - Project Proposal for Argument Paper
  - Other Short Assignments
- Oral Presentations (10%)
  - Formal and Informal Oral Presentations (team, individual)

Persuasive Essays = (60%)

- Analytic essay
- Argumentative essay

Unit 1: Weeks 1-5 (August 28th – Sept 27th)
Introduction to Analysis, Persuasion, Organization, and Writing
Reading/Discussion (Continues through Weeks 6-10 and Weeks 11-15)

Unit 2: Weeks 6-10 (Oct 2nd – Nov 1st)
Analytical Essay (Max. length: 1500 words – 4-6 pages)

- Topic: 1) Analysis related to essays and issues presented in the textbook; 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 such as a short report, memo, or letter
- Publishable

Unit 3: Weeks 11-15 (Nov 6th – Dec 13th)
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 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)
Syllabus Schedule

This syllabus schedule is tentative; changes will be announced in advance. Often more than one activity will take place during a single class session. Please use this schedule to keep track of readings, upcoming assignments, and due dates.

Unit 1: Weeks 1-5

August
28 Course introduction; description, analysis, and argument
HW: Read McIntosh, p. 123
Write: 250 words maximum on “Why is it important to understand cultural differences and similarities?” (250 words, 1 hard copy, bring to class on 8/30)

30 Discuss: McIntosh essay (CL leads discussion)
Student introductions

September
4 Introduction to CULearn
Discuss: Electronic and face-to-face discourse
Netiquette
HW: Read Hossaini, p. 141; Peters, p. 154 (CL leads discussion)
HW: Work with your partner: visit a site about culture and globalization on the World Wide Web (WWW).

6 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
4. 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. Deadline:
   Post your memo on CULearn by 9/12

11 Website evaluations
HW: Website memo posted online by midnight 9/12. 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 10/5 posted online). Bring the ad to class on 9/13

13 Website Analysis Presentations
Discussion: Culturally influenced Advertising; Summary and Response Assignment
HW: Write: Thesis and support for a short summary/response essay about your ad (bring 15 hard copies for your classmates)
18 Workshop: Summary and Response Assignment Discussion/Critique  
HW: Revise/extend your text after discussion

20 Workshop: Summary and Response  
HW: Revise/extend summary and response

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

27 Workshop Full Drafts  
HW: Revise/extend your summary and response essay; bring four hard copies on 10/2  
Summary and Response Assignment due 10/5 midnight—posted on CULearn

UNIT 2: Weeks 6-10

October
2 Website Evaluation Memo DUE  
Workshop: Peer Group Review (Bring summary/response essay, already printed 4 hard copies)  
HW: Read: Sante, p. 184, Tan, p. 176 (Leaders______________, ________________)

4 October – NO CLASS – Instructor must present research paper at conference in Canada

9 Discuss: Sante, Tan  
Workshop: Analysis and rhetorical structure; cultural topics for analysis  
HW: Finalize your summary and response essay (Due 10/5, 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

11 Workshop: Analysis essay (topic/thesis, list supporting factors)  
HW: Write the introduction for your analysis essay

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

18 Discuss: CCCC, King essays  
Workshop

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

25 Discuss: Jimenez, McCall  
Workshop
HW: Revise/extend your analysis (full drafts due 11/1; **final essay due 11/10**)

30 Workshop
HW: Read Nye, p. 28; Brooks, p. 31 (Leaders: ________________, ________________)
Revise/extend your analyses

**November**
1 Discussion: Nye, Brooks (Leaders: ________________, ________________)
Workshop: Full Drafts
Read: Quindlen, p. 3; Churchill, p. 83 (Leaders:______________, ________________)

**Unit 3: Weeks 11-15**

6 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 on 11/8.
Think about: argument topic, strategy, and structure/organization

8 Workshop: Peer Group Review (bring three hard copies, already printed)
HW: Polish and submit your analytical essay (**due 11/10 – 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 11/13**
Read Dowling p. 55; Coniff, p. 60

13 Discussion: Dowling, Coniff
Argumentative topics, evidence, counter argument
Workshop: Argument **Final Project due 12/7 -- posted by midnight**
HW: Introduction to your argument, plus background information (full rough draft 11/29)
Read: Cose, p. 199; Muldoon, p. 209 (Leaders:______________, ________________)

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

Read: Nichols, p. 102, Wise, p. 109 (Leaders: ________________, ________________)

THANKSGIVING BREAK – 20-22

27 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 11/29 or 12/4 (first ½ class on 11/29; second ½ class on 12/4)
Read : Nichols, p. 102, Wise, p. 109 (Leaders: ________________, ________________)

29  Discussion: Nichols, Wise
Workshop: Full rough drafts
First ½ class prepare four hard copies already printed for peer review on 12/4

December
4  Workshop: Peer Group Review
HW: Polish/revise projects
Second ½ class prepare four hard copies already printed for peer review on 12/6

6  Workshop: Peer Group Review
HW: Revise the argument project for submission (**Final project due 12/7 by midnight**)  
Prepare oral presentation (6-8 minutes; due 12/11 or 12/13 as assigned)

11  Oral Presentations
13  Oral Presentations, Reflections

**USEFUL WEB SITES:**
<www.colorado.edu/pwr>  WRITING LAB APPOINTMENTS: wrtg@colorado.edu
<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>
<www.colorado.edu/copyright>