MULTICULTURAL RHETORICS
CLASS POLICIES

WRTG 3020 section 069 and 077
Spring 09 T/R:  069:  11:00-12:15 Club 10 and 077:  2:00-3:15 HUMN 160
Instructor:  Dr. Andrea Feldman
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Office Hours:  T,R  8:30-9:30 AM and by appointment

Required Texts:
Online readings:  http://ucblibraries.colorado.edu/pwr/ (Multicultural Rhetorics thread)
These collections of readings address issues of multiculturalism in the context of education and offer
guidelines on ethnographic fieldwork.

Resources for writing conventions:
The Purdue University OWL (on-line writing lab):  http://owl.english.purdue.edu/owl/
The Colorado State University Writing Center:  http://writing.colostate.edu
The Oregon State Resource Center:  http://cwl.oregonstate.edu/Webresourcespage.html

These resources will help extend your mastery of academic essay writing conventions.

In addition to the required texts, the course will draw on texts from rhetoric and discourse studies:
These additional readings will be assigned in the form of handouts:
Lanham, Richard.  Revising Prose. (rhetorical approaches to grammar and style)
Norgaard, Rolf.  Ideas in Action. (rhetoric and argument text)
Tannen, Deborah.  The Argument Culture. (discourse analysis)
Essays on rhetoric and multiculturalism by Chief Seattle, June Jordan, and Ishmael Reed

Recommended Texts:

Brief course description:
This course will ask students to write analyses and arguments based on readings that reflect our
multicultural heritage.  In responding to texts 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.  This course will extend your ability to adapt rhetorical strategies and arguments on
multiculturalism to address the needs of a range of different audiences and stakeholders.

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.

Innovative uses of technology and active student learning:
The course includes interactive workshops and analysis of visual rhetorics, including podcasts, video
clips, cartoons, and other visual media. The classroom allows students to form both large and small
groups to workshop their papers using the laptop carts and screen projector to instantly critique and evaluate each others' papers.

In addition, the technology allows us to analyze the visual rhetoric components of the course. In both large and small group settings, we will critique video streams, isolate individual frames for analysis, and integrate text within the visual media.

A large portion of the course centers on writing workshops and peer critiques of others' papers. Using laptop carts in small interactive groups, students will highlight areas of concern in their own and others' papers, make necessary changes, instantaneously correct errors, access online databases and search engines, and rework areas of concern in their papers. Students can also reach the course website and other course materials made available by the library.

Writing Process and the Workshop Format:
The course offers an opportunity to understand writing from the audience or reader perspective by focusing on the peer review of work in progress. Through this approach, you will discover how revision is central to the writing process. 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)
   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%. Submit one hard copy of each full-length paper 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
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
  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).

**Unit 1: Rhetorical Approaches to Multiculturalism**

T 1/13  Introduction
  Readings:
  Martin Luther King, Jr. “Letter from the Birmingham Jail” (online reading—Multicultural Rhetorics reading thread).
  Ishmael Reed, “The World is Here” (handout)

SA #1 (due Tues. 1/20) Summary of Reed article

R 1/18 Discussion: King and Reed articles
  Introduction to forming analysis


R 1/22 What is Multiculturalism? Discussion of Contrastive Rhetoric: Body rituals of the Nacirema; Amy Tan, “The Language of Discretion” (Composing Knowledge, ch. 1)

Rebekah Nathan, “My Freshman Year,” p. 55-89 (handout)

SA #2 (due T 1/27). Write a summary of one of the articles by Miner, Tan, or Nathan.

T 1/27 All students turn in and distribute copies of first para of paper 1.

R 1/29 Peer review strategies--partner assignments

T 2/3 Discuss second paras
  Read: Handout on analysis

SA #3 (due T 2/10) Explain the difference between rhetorical analysis/inquiry and descriptive genres. Give examples of each genre to illustrate the differences.

R 2/5 COM second para. Discussion of rhetorical analysis
T 2/10   REV/COM   Third & Fourth paras
R 2/12   REV/COM   Third & Fourth paras

T 2/17   Turn in full drafts via email to wrtgfeldman@gmail.com.
R 2/19   REV/COM   Full Drafts

**Unit 2: Visual rhetoric and public discourse on multiculturalism**

T 2/24   **Paper 1 due in class. Rhetorical approaches to grammar and style:**
Revising Prose. Read: Lanham, "Revising Prose," ch. 1 (handout)
Complete exercises from "Revising Prose" (handout) for next class.
Video "Writing without Borders."

R 2/26   Visual Media. Cartoon description, analysis and argument
Readings:
bell hooks, “Teaching New Worlds” p. 172, Composing Knowledge
June Jordan, “Nobody Mean More to Me than You” (handout
“Environmental Statement,” Chief Seattle (online reading)
(Ebonics packet available online)

SA #4 (due R 3/5) summarize one of the assigned articles.

T 3/3   Discussion of Readings. All Students turn in first para of 2nd paper,
and distribute copies to all students.
R 3/5   Review first paras.

T 3/10   REV/COM second paras
R 3/12   REV/COM second paras

T 3/17   REV/COM full drafts
R 3/19   REV/COM full drafts

**Spring Break—No classes—3/24-3/26**

**Unit 3: Rhetorical approaches to gender and language**

T 3/31   **Paper 2 due in class. Reflective writing. Discussion/Introduction to
readings.
R 4/2   Topic 3 Readings: Gender and Language. Composing Knowledge ch. 5
Tannen, "How male and female students use language
differently;" Smith, “Homophobia: Why bring it up?"
Handouts:
Tannen, "Talk in the intimate relationship: His and Hers;"
Pfeiffer, “Girl Talk - Boy Talk;” and “USA Today debates Single Sex
Classes.”
Peer review strategies--partner assignments
T 4/7  All Students bring in intro para for paper 3, and distribute copies to all students.
R 4/9  Discuss first paras.
T 4/14  COM second paras
R 4/16  COM second paras
T 4/21  COM body paras
R 4/23  COM body paras
T 4/28  REV/COM Full drafts
R 4/30  REV/COM Full drafts

FINAL PAPER DUE ON Fri. 5/1 BY 5:00 PM IN MY MAILBOX AT TB 1.