ESL Topics in Writing
CLASS POLICIES

WRTG 3020/3030/3040 sections 800 & 801
Spring 2010
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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
Silva Rhetoricae http://humanities.byu.edu/rhetoric/Silva.htm

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:

Objectives:

ESL Topics is a section of WRTG 3020, 3030, and 3040 that is intended for non-native speakers of
English who wish to enroll in an upper-division writing course. The course is taught as a rigorous
writing workshop using advanced readings and materials, emphasizing critical thinking, analysis, and
argumentative writing. Course readings focus on cross-cultural communication in the arts, business,
and scientific fields. Assignments will be tailored to meet the needs and interests of individual
students. The final project for this course is to create a document related to the student's field that can
stand on its own in the real world.

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 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.

Why is this class a “Core Course”?
This 3000-level writing and rhetoric seminar satisfies upper-division core requirements in various CU-Boulder schools and colleges because it extends rhetorical knowledge and writing skills in ways that draw on theoretical perspectives and address specialized disciplinary communities.

More broadly, this upper-division seminar is part of the statewide “Guaranteed Transfer” pathway of courses. In the context of statewide courses, this course meets the goals of an Advanced Writing Course (GT-CO3):

Rhetorical Knowledge. The course takes a rhetorical perspective on the process of inquiry and research. Key rhetorical texts that will guide our discussions include Rolf Norgaard’s *Composing Knowledge* (Bedford/StMartin’s), a rhetoric/reader that focuses on the role of writing and rhetoric in inquiry, and on the conventions that frame academic conversations. Because that text discusses academic discourse conventions and their application and adjustment to other discursive spheres, the book fosters metacognitive awareness and skills about writing and rhetoric. Discussions of academic research are also informed by the well-regarded *Craft of Research*, by Wayne C. Booth, Gregory Colomb, and Joseph Williams (U of Chicago Press). We will also draw on the substantive materials on two nationally recognized rhetoric and composition websites: The Purdue University OWL (on-line writing lab), and the Colorado State University Writing Center and Oregon State University websites. For elucidation of rhetorical concepts and specific terms, we’ll work with the nationally recognized website *Silva Rhetoricae*.

Writing Process. 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’ll discover how revision is central to writing as a tool for civic analysis and engagement. You will also have opportunities to integrate various technologies (e.g. PowerPoint, on-line course website) into your writing projects, and to develop advanced information literacy skills pertinent to your papers.

Conventions. The documents you will write for this course will call upon key genres for academic analysis and professional communication.. In the process you will learn about genre conventions appropriate to your field and/or to your audience, about how to draw on specialized vocabularies in ways that still make your work accessible to secondary audiences, and about the role of textual features and document design as persuasive tools.

Effective application. Many of the assignments in the course are geared to real-world audiences—including members of your discipline or profession. In the process, you will become familiar with writing in a disciplinary or specialized rhetorical situation, even as you make your work accessible to secondary audiences in other related fields.

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%. Make three copies of each full-length paper and submit two: one for yourself, one for me, and one for the additional instructor who may be grading your paper in addition 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.
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
- WS=workshop
- 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: Contrastive Rhetoric

T 1/12 Introduction
Readings:
- Martin Luther King, Jr. “Letter from the Birmingham Jail” (online reading—Multicultural Rhetorics reading thread).
- George Orwell, "What is Science?" Composing Knowledge, p. 298-303.
SA #1 (due Tues. 1/19) What is scientific about your field? (based on the assigned reading).

R 1/14 Discussion: King and Orwell articles
Introduction to forming analysis

T 1/19 Distinguishing description, analysis, argument. Read: Composing Knowledge, Jared Diamond, "Soft Sciences are often harder than Hard Sciences" p. 360; Amy Tan, “The Language of Discretion” p. 60; and Rebekah Nathan, “My Freshman Year,” p. 55-89 (handout).

R 1/21 Topic 1: What is Multiculturalism? Discussion of assigned readings.
SA #2 (due T 1/26). Write a summary of one of the articles by Diamond, Tan, or Nathan.

T 1/26 All students turn in and distribute copies of first para of paper 1. WS
R 1/28 peer review strategies

T 2/2 WS second para
Read: Handout on analysis
SA #3 (due T 2/9) Explain the difference between analysis and description (i.e., summary). Give examples to illustrate
the difference.

R 2/4  WS/COM  second para
Discussion of analysis

T 2/9   WS/REV/COM  Third & Fourth paras
R 2/11  WS/REV/COM  Third & Fourth paras

T 2/16  Turn in full drafts.  Revising Prose.  Read:  Lanham, "Revising Prose," ch. 1 (handout)
Complete exercises from "Revising Prose" (handout)

R 2/18  Immigrant dialogue networking

Unit 2: Visual rhetoric
T 2/23 **Paper 1 due in class
Intro  to 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 3/4) summarize one of the assigned articles.

T 3/2  Discussion of Readings. All Students turn in first para of 2nd paper, and
distribute copies to all students.
R 3/4  WS

T 3/9   WS/REV/COM second paras
R 3/11  WS/REV/COM second paras

T 3/16  WS/REV/COM full drafts
R 3/18  peer review and conferencing—no class

Spring Break—No classes—3/22-3/26

Unit 3: Civic Rhetoric
T 3/30  **Paper 2 due in class. Discussion/Introduction to readings
R 4/1  Topic 3 Writing a Proposal. Readings: See Composing Knowledge:
Gladwell, "The Talent Myth: Are Smart People Overrated?" p. 409;
Calandra, "Angels on a Pin: The Barometer Story" p. 158.

T 4/6  All Students bring in cover letter for paper 3, and distribute copies to all
students.
R 4/8  WS cover letters
T 4/13      WS/COM enclosure
R 4/15      WS/COM enclosure

T 4/20      Oral presentations
R 4/22      Oral presentations

T 4/27      WS/REV/COM   Oral presentations
R 4/29      WS/REV/COM   Full drafts

FINAL PAPER DUE ON Fri. 4/30 BY 5:00 PM IN MY MAILBOX AT TB 1.