Mary Angeline welcomes you to Writing 3020 sections: 022, 026, 030

My office is in HLMS 144
Office Hours: MWF 3-4:00 pm
T/TH 4-5 pm
And by appointment via email

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“BEST” American Essays: from Image to Word to Idea to Essay!

Our objective in Best American Essays is to immerse ourselves into the work of reading and writing, and to create our own community of writers. We will read a wide variety of essays and discuss them. I will assign writing exercises designed to serve as catalysts to begin writing, to sustain writing, and to help you develop your work into crafted expository prose and creative non-fiction.

Writing is about self-expression, but it is also an art with a craft and a philosophy; writing well is a matter of both passion and strategy. In this course you will learn how to workshop your peers’ essays in informal group discussion in person and on-line. You will learn the protocol and vocabulary that will help you keep learning about writing long after the course is over. We will study certain forms and genres and you will learn some philosophical concepts about reading and writing and quite possibly life itself. We will consider alongside the rhetorical strategies employed by the writer the various issues of race, class, age, gender, personal style, religion, familial, cultural, and geographic origin, and viewpoint

Our text The Best American Essays of the Century
Will introduce you to important essay writers --over the century-- who are eager to “confront inner as well as outer strife” in their writing. Our focus will be on the technique writers adopt to engage their intended audience. What rhetorical strategies do they use to sway us to their side of an argument? Are they effective? How have these strategies changed over the century? Is there such a thing as a “traditional essay” and is it still a viable form now that the world has been transformed by the Internet?

Purpose: Writing 3020 is an advanced course in critical reading and response; In this course, students focus on critical reading—the analysis and assessment of the rhetoric of individual texts—and write four major essays in which they (1) analyze a single author’s argument, (2) produce a response to a single author, and (3) produce an original argument concerning some aspect of a public policy solution. (4) Creative non-fiction. In each of the four major essay assignments, students must define a specific audience (local newspaper, journal, on line forum) where they might place their essays. Present a real-life, real-time application of the research and give a presentation of their argument. **Issue, in the end, must mean something—i.e., it must matter. In a nut shell you will be asked to apply the writing process to writing situations beyond the composition classroom.
Written Assignments: Each of the following are 5-7 pages in length

1. Analysis of a single authors argument
2. Produce a response to multiple authors
3. Argument that offers a solution to a public policy issue
4. Creative non-fiction

Peer Review: For the first three argument based paper’s you will be asked to read three of your peers’ papers and offer a typed review of their work. This is not a blow off, happy back slapping, assignment. It will become crucial to your success in this course. PLEASE note that if you miss class on the day the drafts are due you will not only miss the opportunity to review three essays worth 150 pts but you will also be counted as absent for two classes! It really pays off to show up and turn in whatever you have as a draft so that you may continue to be a part of this very vital course component.

**Note for each peer review paper you will write approximately 6 pages x 3= 18 pages

Agenda papers. 12 one page papers. We will read close to forty-five essays in this class and you may select the twelve essays you would like to write on. The rational for these papers is to build skills in discerning how arguments are built and how writers utilize various strategies to accomplish their goals. These brief papers can be used later to write your longer paper if you wish. For example the in-class writing we did week one on problem/solution can be used later in the course for your solution paper.

Here is the format I would like you to follow for the 12 Agenda papers:

1. a brief three to four sentence summary of the argument.
2. I.P.S. What seems to be an issue the writer is bringing up? What does she view as a problem in relation to the issue and finally what if any solution is offered.
3. Remember there can be several IPS’s in an essay. You only have to mention one.
4. What seems to be at stake in the argument?
5. Do you agree
6. Discussion Question for class. For Example, If we agree with Adams that thought must catch up with technology how do we get society to rise to the occasion?

Presentation of an assigned reading to the class. You will be asked to sign up to co-present on one of the assigned readings to the class during the course of this term. The presentation should push us to think about the reading according to issues we’ve discussed in class and to think beyond (or differently about) those issues. You can use your “Agenda” paper to get started.

You will read your presentation aloud, respond to questions and comments that may be posed by the class, and lead a discussion, using at least to start, the questions on your agenda. This assignment counts toward your participation points.

Grading: Students will receive points for each project. Totals are equated to the usual percentages.
Grade Breakdown
A/95, A-/92, B+/88, B/85, B-/82, C+/78, C/75, C-/72, D/65, F/50

Grading Breakdown for assignments

Each of the first three papers are worth 200 pts each or possible 600 pts.
Each of the Peer reviews are worth 50 pts each or 200 possible points!
Each of the 12 Agenda/Response papers are worth 25pts each with 300 possible
Your final Creative Non Fiction paper is worth 300 pts.
***Note there is no peer review for your final paper.
Creative/Informed Participation 100pts
Total Possible points 1500

Conferences: I would like to meet with you twice during the semester to go over your work. Once before Midterm and again after when you are working on your Creative Non-Fiction.

Textbooks Required:
Best American Essay’s of the Century ed. Joyce Carol Oates

Suggested Textbooks: They Say I Say  by Gerald Graff and Cathy Birkenstein
Ten lessons in Clarity and Grace by Joseph M. Williams

Additional required reading will be provided by electronic library reserve during the semester.

How to succeed in this course: Read everything I assign and then read it again. You will find that if you read before class you will understand more of what is going on in class. The ideal is, of course, if you read before class and then review the material after class. If we do not cover in class a particular section of a text and if it has been assigned to you then you are responsible for the reading.

Additional Important Course Information

WRTG 3020 meets the CCHE criteria for an Advanced Writing Course (GT-CO3) in the Colorado system of higher education.

ATTENDANCE: If you miss more than three (3) classes, for any reason, your final grade will be lowered one level for each additional absence (for example, from a B to a B-).

CLASSROOM BEHAVIOR: 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, 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.
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. Please see the polices at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

**DISCRIMINATION AND HARASSMENT:**

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, “Protected Classes” refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at [http://www.colorado.edu/odh](http://www.colorado.edu/odh).

**DISABILITIES ASSISTANCE:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (at least one week prior to the occasion) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, or by email at dsinfo@colorado.edu.

**ESL:** If you speak English as a second language, you should contact me the first week of classes so that I can better assist you in the course, advise you about special ESL courses, and/or refer you to appropriate services on campus.

**HONOR CODE:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and at [http://www.colorado.edu/academics/honorcode/](http://www.colorado.edu/academics/honorcode/).

**MILITARY OBLIGATION:** Please give me as much advance notice as possible if you must be absent to fulfill a military obligation. You will need a note from an officer verifying the reason for your absence. You will also need to arrange in advance for any work that needs to be completed.

**RELIGIOUS OBSERVANCES:** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify me at least one week in advance so that suitable schedule accommodations can be made. See full details at [http://www.colorado.edu/policies/fac_relig.html](http://www.colorado.edu/policies/fac_relig.html).

**SEXUAL HARASSMENT:** The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment 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 may be found at [http://www.colorado.edu/odh](http://www.colorado.edu/odh).
WRITING CENTER: All students are invited to bring their writing to the Writing Center in Norlin Library for feedback and advice. Students are welcome to bring writing from any discipline at any stage of the writing process. Fifty-minute consultations with experienced writing consultants are available by appointment at no charge to CU students. Because the Writing Center is a very popular campus resource, please plan to make reservations at least one week in advance. Reservations can be made through the Writing Center website or in person.

- Improve your planning, logic, and organization
- Refine your clarity, style, citation, and grammar
- Prevent procrastination and writing anxiety

Find more information at: [http://www.colorado.edu/pwr/writingcenter.html](http://www.colorado.edu/pwr/writingcenter.html)

Calendar
The following are due dates. Be sure to have all assignments completed by the beginning of class time on their respective dates. For some dates, I’ve listed activities we’ll complete in class on that day; these are listed so that you know when you will receive information on major assignments, etc.

This calendar is subject to change. It is your responsibility to check Desire2Learn, regularly, for posted announcements and to attend class for verbal announcements about any changes.

Course Calendar: Please Note approximately every four weeks you have a major paper due along with reading and homework. Plan your time wisely!

Week One: Introduction to close reading and diagnostic essay

Week Two: reading: Mark Twain, Henry Adams, John Muir,

Week Three: Monday Sept 10 Discuss “Devil Baby at Hull House”
- Wed Sep 12: Discuss paper proposals
- Fri Sep 14 Three copies of first draft due!

Week Four: Mon Sept 17 Peer Reviews Due!
- Wed Sept 19 Discussion Board/Email
- Friday Sept 21 Discussion Board/Email

Week Five:Sept 24th Discussion Board/Email
- Sept 26 FIRST PAPER DUE do not forget to staple peer reviews & first draft.
- Sept 28th Discuss T.S.Eliot Tradition and the Individual Talent
Week Six  Mon Oct 1 Discuss  William Gass  “The Doomed in their Sinking”
         Wed Oct 3 Discuss  Tom Wolfe  Putting Daddy On,
         Fri  Oct 5  Discuss  Maxine Hong Kingston  “No Name Woman

Week Seven  Mon Oct 8  E.B. White  “Once More to the Lake”
            Wed  Oct 10  Fitzgerald  “The Crack Up”
            Fri Oct 12  Maya Angelou  “I Know Why The Caged Bird Sings”

Week Eight Mon Oct 15th  Three copies of draft due  Discuss: Updike  “The Disposable Rocket”
            Wed Oct 17  Donald Hall  “A Hundred Thousand Straightened Nails”
            Fri Oct 19  Peer Reviews Due

Week Nine  Oct 22  Steven Jay Gould  “The Creation Myths of Cooperstown”
            Oct 24  Final Paper due with peer reviews
            Oct 26  Conferences  Helems 144

Week Ten  Oct 29 Monday  Conferences  Helems 144
            Oct 31  Wed  Conferences  Helems 144
            Nov 2  Friday  Conferences Helems 144

Week Eleven Mon Nov 5 Richard Rodriguez  “Aria: The Memoir of Bilingual Childhood”
            Wed Nov 7  Manchester’s “Okinawa: The Bloodiest Battle”
            Fri Nov 9th  Joyce Carol Oates  “They all just went away”

Week Twelve  Mon Nov 12  Drafts due with three copies
            Wed Nov 14  Nabokov  “Perfect Past”
            Fri Nov 16  Peer Reviews Due

Week Thirteen  Mon 19- 23  Fall Break/ Thanksgiving

Week Fourteen Monday Nov 26  Paper due with peer reviews
            Wed  Nov 28  Creative Non-Fiction handouts for rest of semester
            Fri  Nov 30

Week Fifteen  Mon Dec 3  Creative Non-Fiction handouts
            Wed Dec 5
Fri Dec 7

Week Sixteen

Mon Dec 10 Presentations of final work
Wed Dec 12 Presentations of final work
Fri Dec 14 Final Papers Due