Cross-Cultural Writing for International Students
WRTG 3020/3030/3040 sections 800 & 801
Fall 2012 University Club 10
Section 800 9:00
Section 801 10:00
Sally E. Green
Stadium 266B
Office Hours: Tuesday and Thursday 11:30 - 12 and other hours by appointment
Enter through Gate 11, go up stair 111, turn right, then enter the first door on your left into the 266 suite of offices
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Email: sally.green@colorado.edu (generally faster replies than the phone)

Required Texts:
http://writershelp.bedfordstmartins.com/ebooks/helphandbook.php (see D2L for login information)
Swales, John M and Christine Feak. Academic Writing for Graduate Students. Michigan, 2004. This text is based on detailed analysis of the genres of English language academic writing. We will use it to increase our fluency in academic rhetoric and writing, particularly in texts that use definition, analysis, evaluation, comparison and contrast, and data commentary. It will also provide us with very good sentence and paragraph analysis and practice in academic genres.

In addition to these texts, many additional readings will be assigned in the form of handouts or links to our D2L website.

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.

Objectives:
This combines WRTG 3020, 3030, and 3040 in a course that is intended for non-native speakers of English who wish to enroll in an upper-division writing course. The course includes analysis of and practice in the academic genres of English; a rigorous writing workshop using advanced readings and materials, emphasizing critical thinking, analysis, and argumentative writing; analysis of visual rhetoric; and a unit exploring the synergies between speaking and writing in an academic context. Course readings and assignments 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 need for a cross-cultural writing course becomes more apparent as the United States becomes ever more interdependent with our worldwide neighbors. This course seeks to empower you to join you this global conversation, in your academic coursework and in your lives. Specific goals include:
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 foundational rhetorical text of this class is *Academic Writing for Graduate Students*, by John Swales and Christine Feak. This text builds on Swales’ well-known decades of research in the analysis of genres of academic English to inform a textbook that targets what international students need to know in order to write capably and impressively in their courses. Although the text was written for beginning graduate students, it has been used successfully with undergraduates and is not beyond the abilities of international third and fourth year students at CU. We will also read and analyze classic essays by writers including George Orwell, Thomas Huxley, George Lakoff, Amy Tan, E.B. White, and others. In addition, we will 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*.

**Extend Experience in Writing Processes.** In the writing workshops we conduct face-to-face, we’ll put “Rhetorical Knowledge” into action. In workshop you’ll present early drafts of your papers to some or all members of the class. There, in the community of colleagues, you’ll see how an audience reacts to your work, and, as you critique the work of others, you’ll gain a stronger sense of the needs of the audience. Both will influence your writing, as you repeatedly revise your draft. Simultaneously, in workshop and peer review assignments, you’ll practice effective approaches to working collaboratively. As you work on your oral presentation, you will make use of information literacy skills and various technologies, including online research tools and presentation software to research and communicate your ideas.

**Conventions.** Our text includes explication of and practice in genre conventions for academic analysis and professional communication. You will learn how to choose between specialized vocabulary and accommodated discourse in order to make your work accessible to different audiences, and about the role of textual features and document design as persuasive tools.

Course Methodology

1. Attend class. Because this class is highly participatory, you must attend regularly. You may miss three classes with no harm to your grade. Each absence after three will lower your grade by one level (a B to a B-, for example). More than six absences will result in an F for the course. Students who miss two classes during the first two weeks will be administratively dropped. You may not make up
in-class work that you miss. Consistent late arrivals or early departures will be counted as absences. Enrolled students who do not attend first two classes will be dropped so that other students may enroll. **Please note this attendance policy.**

2. Participate, with rhetorical sensitivity, both in writing and verbally. Be prepared at every class meeting to discuss your classmates’ work or assigned readings. Respond thoughtfully to D2L post questions and post your carefully proofread responses in a timely manner. All students are expected to respond to every draft assigned to them for feedback, whether online or in face-to-face workshop. You will learn appropriate norms for this type of discourse and I will periodically evaluate your annotations. Notice that a participation grade reflects your mental rather than simple physical attendance, the quality of your posts rather than their simple existence. **Please turn off and put away cell phones and other electronic devices as soon as class begins.**

3. Reading Assignments. Post your response to readings in the time frame assigned. Print out, annotate, and bring to class all assignments to be discussed in class. **Reading online and then “remembering” what you’ve read will rarely be adequate for the level of analysis in which we will engage.**

4. Written Assignments. With the exception of your self-introduction, all assignments should be double-spaced, saved with your name in the title, in a format which can be readily opened. (D2L posts, of course, are single-spaced.) Printed-out work should be typed, double-sided, page-numbered, and double-spaced. Papers which are more than one page long should be stapled before being brought to class. Following these directions prevents a host of difficulties and wastes of time in class. Leave margins in which I can make comments. If you don’t turn in your work, we can’t workshop it. Late drafts will be given last priority; if you turn in your drafts late, you may miss your opportunity to receive help from the class. **I do not accept final papers of which I have seen no rough drafts.** I do not accept late final papers except under unusual circumstances.

5. Oral presentations. Your audience may consist of your classmates, peers from other classes, faculty from this and other departments, and outside reviewers from the professional community. Our unit on visual rhetoric will precede this assignment, so you will have the opportunity to apply what you have learned about graphic versus written presentation of information and strategies for best use of presentation software.

6. Grading:
   - 25% AWGS and other short assignments, multiple pages
   - 10% Class participation
   - 10% Rhetorical analysis (summary-critique) assignment, 2-3 pages
   - 10% Problem-Solution analysis assignment, 2-3 pages
   - 5% Data Commentary assignment, 1-2 pages
   - 10% 2 Lecture/event responses, 1-2 pages each
   - 10% Oral Presentation
   - 20% Argumentative Paper, 3-4 pages

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.

Writing Center

We are fortunate on this campus to have a Writing Center which is nationally recognized for its leading-edge excellence. Invaluable one-on-one help with your writing is available. Please remember to make your appointments for assistance (on their website) in a timely manner, as the Center is very popular with students, particularly in the last half of the semester. Do note that they do not provide a simple proofreading service, but are there to help you will all aspects of executing and refining your written work. http://www.colorado.edu/PWR/writingcenter.html

Academic Conduct and University Services

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 can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and http://www.colorado.edu/disabilityservices.

If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know two weeks before when you have a religious obligation and we will make a plan so that you can keep up with your class work. See full details at http://www.colorado.edu/policies/fac_relig.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will 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. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or
discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status 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

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 and at http://www.colorado.edu/academics/honorcode/
This is a general guide to the topics and assignments we will be dealing with each week. Please pay attention and make note in class of more detailed information you will be given about the items in this schedule. Assigned work for class is italicized.

Note: I reserve the right to make changes to this schedule in order to enhance your learning experience; you are responsible for keeping track of those changes.

**Note: Whenever reading is assigned, bring the text to class.**

**AWGS = Academic Writing for Graduate Students**

**Unit One: Academic Rhetoric**

**WEEK 1, August 27-31**

**M** Course Introduction; Introduction to Principles: Audience, Purpose, Aristotelian Elements

*For Wednesday, word process an introduction to yourself in response to the questions given in class and on the course D2L site.*

**W** Introductions to Elements of Rhetoric, applied: room analysis

*For Friday, read AWGS, Unit One, p. 7-16. Do task 2, writing just 3-4 sentences for each definition, In class on Friday, be ready to talk about task 5 and 6*

**F** Introduction to Genre Theory and our text. The Rhetoric of Definition; in-class work with some examples; aspects of style in academic English; informal versus formal register as an aspect of genre.

*For Wednesday, I want you to get to know our analytical text and give me feedback on its applicability to your academic English needs: Read AWGS, Unit One, on Style, bottom of p. 16-37, Unit Two, on the rhetoric of Definition, p. 67-72, Unit Four, on Data Commentary, p. 112-116, Unit Five, on Summarizing and Interpreting texts, p. 147-152, and Unit Six, on Responding to texts, p. 190-193. In Unit One, do Task 19. In Unit Two, do Task 16 on a separate piece of paper to hand in to me. Read the other tasks as you go to see if you can do them. You should be ready to talk about them in class, *but you do not need to write down answers in the book* (unless you want to :o). Note if you have any questions. Be prepared to talk about the book in class on Wednesday. On Wednesday, I will ask if this material is hard, relatively easy, mostly review, or new to you. We will talk about its Concepts and its presentation of Sentence Craft and Grammar.*

**WEEK 2, September 5-7**

**M** No classes; National Holiday

**W** Discussion of AWGS. Academic Genres: The Rhetoric of Definition, continued.

*We didn’t do this: for Friday, read AWGS, Unit , p. 73-82. Be prepared to discuss Task 21. We did Unit 3, Task 1-4*
F Contrastive Definitions
_For Monday, read the articles by Orwell and Huxley (links in our D2L site). Write your reply to the discussion question on the course site by dawn, Wednesday. Print or bring electronic access to the readings to class._

WEEK 3, September 10-14

M The Rhetoric of Definition, continued; modes of defining and the role of audience: discussion of the two reading.
I didn’t assign this: For W, read AWGS, Unit 5, p. 147-172  Do Task 1, 3, 4, 6, 7, and 10 (Don’t worry; they’re short!)

Rhetorical Analysis of Written and Visual Texts

W Working with Texts: Summarizing. In class work with AWGS assignment.
_For Friday, read AWGS, Unit 5, p. 172-179. Do Task 11 and 15._

F Comparing texts; in-class work with Orwell and Huxley and short examples. For Monday, read Lakoff and Johnson (link in our D2L site). _Write your reply to the discussion question on the course site by dawn, Monday._
WRTG 3020/3030/3040 Fall 2012, Continuation of Class Schedule

This is a general guide to the topics and assignments we will be dealing with each week. Please pay attention and make note in class of more detailed information you will be given about the items in this schedule. Assigned work for class is italicized.

Note: I reserve the right to make changes to this schedule in order to enhance your learning experience; you are responsible for keeping track of those changes.

Note: Whenever reading is assigned, bring the text to class.
AWGS = Academic Writing for Graduate Students

Homework for Monday: In AWGS, do Task 9, 10, and 11 in Unit 6, p. 197-207. This will give us an example of a summary-critique paper, which is your first paper assignment. Be prepared to answer questions and discuss the tasks.

WEEK 4, September 17-21

M  The Language of Summary-Critique
For Wed., do Task 15 in Unit 6 and begin looking for a short article in your field that you would like to use for this paper.

W  The Language of Summary-Critique, continued; Introduction to Writer’s Help.
For Friday, bring paper or electronic copy of the short article that you would like to use for this paper. Look in Writer’s Help and write the proper APA and MLA citation format of your article. Bring AWGS.

F  In-class work with evaluative language in AWGS, be prepared to show Sally your article and your written citations of it. Introduction to campus event response assignment.
For Monday, write the first draft of your Summary-Critique paper. Incomplete drafts are o.k. Bring assigned number of paper copies to class on Monday.

WEEK 5, September 24-28

M  Introduction to the language of textual response

W  Sentence analysis; work with Writer’s Help as assigned.

F  Whole class workshop

WEEK 6, Oct. 1-5

M  Small group workshop

W  Workshop and revision

F  Workshop and revision; work with Writer’s Help as assigned.
Final draft of your paper is due Monday.
WEEK 7, October 8-12

M  Introduction to Problem-Solution assignment. For Wednesday, read Lakoff and Johnson and post your response on the Discussion Board in our class D2L site.

W  Introduction to Problem-Solution assignment, con’t. Discussion of reading. Homework for Friday: Read AWGS, Unit 3, starting on p. 91. Do Task 6, 7, 8

F Language and Organization of Problem-solution texts, con’t. In class work with AWGS. For Monday, read the rest of the Unit, doing the tasks as they challenge you. Choose a problem you intend to write this assignment about. Outline the paper (Situation-Problem-Solution-Evaluation) on one page and bring it to talk about on Monday.

WEEK 8, October 15-19

M Language and Organization of Problem-solution texts, con’t. In-class work with your paper intentions. For Wednesday, write your first draft. Bring assigned number of copies.

W Workshop
For next Monday, revise your paper to hand in to Sally and browse through the Fast Company magazine’s InfoGraphic Of The Day archive, which is linked to our D2L class site. Bring AWGS to class.

F No class; Instructor is at a Pedagogy Seminar

WEEK 9, October 22-26

M  Introduction to Data Commentary; in-class work with AWGS Unit 4 and examples from Fast Company
Homework from AWGS Unit 4, TBA

W  Data Commentary, con’t.
Homework from AWGS Unit 4, TBA

F  Data Commentary, con’t
Homework from AWGS Unit 4, TBA and look for two graphs, tables of statistics, or infographics you would like to use for the Data Commentary. Be prepared to discuss both of them on Monday.

WEEK 10, October 29-November 2

M  Data Commentary assignment, in class
Bring assigned number of copies or electronic access to first draft of Data Commentary for Wed. Include the proper MLA or APA citation for your graph or table.
W  Workshop and revision
Data commentary assignment due Friday.

F  Introduction to Argumentation and persuasion. Assigned reading for Monday TBA.

WEEK 11, November 5-9

M  Introduction to Argumentation and persuasion, con’t.

W  Argumentation and persuasion, con’t.
Working with sources, avoiding plagiarism and the appearance of plagiarism.
For Friday, bring a sketch or outline of your intentions for the last paper.

F  Argumentation and persuasion, con’t.
For Monday, first draft of Argument paper due. Incomplete drafts are o.k. Bring assigned number of copies.

WEEK 12, November 12-16

M  Workshop and revision; work with Writer’s Help as assigned.

W  Workshop and revision; work with Writer’s Help as assigned.
Next draft of your paper due Friday.

F  Persuasion, redux. Discussion of in-class reading.

WEEK 13, November 19-23

No class; Fall Break

WEEK 14, November 26-30

M  Introduction to Oral Presentations.

W  Argument paper revision and O.P. preparation.

F  Argument paper revision and O.P. preparation.

WEEK 15, December 4-6

M  Oral Presentation rehearsals

W  Oral Presentations
F  Oral Presentations

WEEK 16, December 10-14

M  Oral Presentations

W  Oral Presentations

F  No Class—Final drafts of argumentative papers are due in my mailbox in the PWR main office in the basement of ENVD by 5 p.m., Friday, Dec. 14.

If you want your paper returned to you, submit it with an 8.5 x 11 inch self-addressed envelope stamped with adequate postage to send it to you.