Syllabus: 3020-022  M-W-F
After The Holocaust -12-12:50 Spring 14
Writing and Rhetoric  ECCR 116

Dr. Rachel  Naomi.Rachel@colorado.edu
Cell phone on campus- 303-810-1124. My home is out of cell phone reception so the best way to reach me is email. If you leave a message on my cell , you might not receive a response for more than 24 hours. If you email, it is only a matter of hours. You can always email me and ask to speak to me on the phone. Then we can arrange a good time.
Meeting times= 9:50-11:50 M-W-F. Also, 2 PM by arrangement. We can always arrange other times to meet. If you want help, I am always willing to make the time to work with you. We will in the Atlas building or the lobby of Engineering building or outside when the weather allows.

Course Description and Objectives-
AFTER THE HOLOCAUST- The Survival of Narrative

“People don’t want to know about such stories.” Art Spiegelman
My goal for this course is to enable students to read analytically and to write with clarity and focus. This class will teach you to write well in a variety of styles and to state and defend an argumentative thesis. An educated person must be able to read with in-depth comprehension and to be able to communicate complex ideas in economical and elegant prose. Language=communication= knowledge= power.

The work done in this class will enable you to do well on graduate school exams, job applications and generally empower you through the analysis of the issues that matters to us now and in our future. We all write best about what we care about and the essays read and written in this class will inspire both thought and passion. I promise that at least some of the material will be very surprising and shocking. If you don’t take genocide seriously, the question is- why not?

Rhetoric is the art of discourse that aims to improve the facility of speakers or writers who attempt to inform, persuade, or motivate particular audiences in specific situations.

The goal of this class is to improve both your writing and your ability to speak well in public to specific audiences.

This is a small seminar and I am not going to determine the entire direction of the course before I get to know each of you and your needs and interests. This is a class for flexible minds. This syllabus is only meant to give you a general idea- I reserve the right to make changes during the term. Updates will always be posted on D2L. I promise only to subtract, not add, work. The Program for Writing and Rhetoric requires at least 50 pages per student.

Class Text

Required by second week - Available at the CU Bookstore. I am only requiring you to purchase two paperback books and YOU MUST BRING the text to class when required. The two “MAUS” books must be print copies. The rest of the reading is free and will be on D2L. NOTHING IN THIS CLASS MAY BE READ ON YOUR CELL PHONES. The minimum size for a tablet is 7”. If I ever see you using your devise for other than class work, you will have to print out the reading the rest of the term. I will also downgrade you. I am serious about this!

“MAUS- My Father Bleeds History” (Book I) by Art Spiegelman- print copy required
“MAUS - And Here My Troubles Began” (Book II) by Art Spiegelman - print copy required

BEST ONLINE HELP WITH WRITING RULES=
Welcome to the Purdue University Online Writing Lab (OWL)
The Purdue University Online Writing Lab serves writers from around the world
owl.english.purdue.edu
https://owl.english.purdue.edu/

VIDEOS

Dates for these are on the syllabus.

The Race Card Project: Six-Word Essays : NPR
www.npr.org/series/173814508/the-race-card-project

Milgram Experiment Video-
www.personalgrowthcourses.net/video/milgram_2009-1

The Stanford Prison Experiment - YouTube
► 13:41► 13:41
www.youtube.com/watch?v=sZwfNs1pgG0

TOMORROW BELONGS TO ME-
http://youtu.be/bs5bnVoZK4Q

The Eternal Jew
http://www.youtube.com/watch?v=RlHVin56U2w

One Million Bones - june11
One Million Bones. ABOUT. THE PROJECT · Who We Are · The Art of Revolution · news and press · BENEFICIARIES · Road to Washington · PAST PROJECTS.
www.onemillionbones.org
www.onemillionbones.org/
“Those to whom evil is done
Do evil in return.”

W.H. Auden (from poem "September 1, 1939")

Class Website

You are section 3020-022

WRTG: 3020022-028 TOPICS IN WRITING

I will post most of the reading and all the handouts (including the syllabus) here. I will also give you hard copies in class. You are invited to share materials and ideas with others here too. D2L is a good place to provide additional information in advance of your presentations. We will use the discussion section for sharing work to be critiqued. The remainder of the reading is available free online. I am saving you money by not requiring you to buy another book, and in return, I expect you to print (when I require it) the assigned reading and bring it with you to class. You can bring in electronic copies but only on larger devices. You can't discuss or critique an article on your cell phone!!

The 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. The new week opens at midnight on Sunday.

- § 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
Class Policies:

Remember to turn off cell phones before class begins. I prefer that students do not open laptops unless there is a disability issue (which must be presented in the first week) or I make an exception. You can bring in the assigned reading on a laptop or any decent size reading devise but only if everyone is actually reading what is assigned. If you don’t have the self discipline, then bring in a hard copy of the reading. Please be on time. Arriving late or leaving early is disruptive to everyone. I also request you remain in class for the entire period. Since participation is critical to the success of this course, I will provide a sign in sheet every class. If you are late more than three times, it will be considered an absence. I downgrade when students aren’t on time and prepared and engaged so take these policies seriously throughout the term.

I allow students to be absent four times during the term without penalty. I urge you to save those four times for illness or emergencies. Rather than look at doctor’s notes, I just give you four days. If you miss more than four classes, your grade will be lowered. When you are absent, it is your responsibility to find out what you missed and to be prepared the next class. You can also receive extra credit (a surprise at the end of the term) for perfect attendance if you also have turned in all work on time. To pass the course, you must complete all assignments— even ungraded work. Late work will be downgraded one grade the first time, two grades the second time and will not be accepted the third time. For work to be considered on time, it must be submitted (via email if you aren’t in class and then a hard copy the next class) at the end of the class period on the day it is due. I promise to give you at least a week's notice before an longer essay is due.

Students who miss two classes the first two weeks will be dropped from the class since other students are on the waiting list.

Assignments and Grades:
For each assignment, I will give you several topic choices, so you won’t always be writing and critiquing exactly the same work. That’s where we can be flexible and I can direct you to
articles which hold a special interest. At the beginning of the class, I will suggest the most positive ways to critique work so you will help your fellow students and also learn how to improve your own work. Each critique will be different so you will have the experience of thinking and writing in different formats and voices. I grade for improvement. My general grading philosophy is that talent can't be graded, but improvement can. If your first paper, for example, receives a B- and your second an A, you can earn an A in the class. (It works the other way too, so making a good impression at first won't help if you slack off later.)
I do not have a rigid point system. Your final grade will consist of the following percentages:
Written work - originals and revisions: 65% (including final exam unless incentive is met)
Participation and critiques including workshop and peer review and news report: 20%
Class presentation - ideally two students to a group: 15% (Option to do the interview as part of the final paper but then this 15% is added to the 65%. Do the math)
Again, since I grade for improvement, each paper counts more than the last. But improvement must be consistent and you should not depend on the final paper to raise your grade.

WORD UP!
- Check out THE RACE CARD PROJECT - theracecardproject.com/
Every student will have to select a word or concept relating to genocide and create a six word card. At the start of the class, the student will write the six words on the board and then tell the story behind the words. The student will also find a famous quote on the same topic to share. You'll sign up every Friday for the following week. This is part of your participation grade. The story behind the six words must be spoken - not read.

Papers: 1.5” spacing double sided. 12 point font.
and FINAL PROJECT

Since I hope you would prefer that your time be spent improving your writing and enjoying the reading and research, I will only give graded exams if students aren’t engaged in learning. If the classroom discussions and critiques are informed and lively, testing won’t be necessary. There will be short weekly or biweekly writing exercises (including presentation critiques) and essays relating to the reading. There will be two papers on MAUS and one on The Nature of Evil. There will be one longer (minimum 12 pages not including title page or bibliography) final project due at the end of the term. This project will include submitting a proposal and then combining research, analysis and a creative element. There will be several writing assignments relating to this project including a proposal and abstract and outline. You will have to find your own topic which I must approve. Almost all work can be revised. If you want to improve, you should revise all work that receives a grade of B- or lower. Consider every paper you submit (except for the final project) a draft which can be improved. You have two weeks to submit the revision. The original grade stands, but the second grade will count more.

3-3 Presentations: Ideally you will form a pair and be responsible for selecting (my approval required) a great topic, finding an expert to interview and giving a well rehearsed presentation. I call this the 3-3 Presentation because one third is research, one third is the interview with an expert and one third is your own point of view and analysis. You will sign up for this the second week of class. Each team will be expected to talk for about 20 minutes and be prepared to answer questions. Everyone will critique all the presentations. If you miss one, you need to make it up by attending the CWA which is on campus. Or you can receive extra credit by attending a CWA talk and reviewing it. This year there are quite a few related seminars including one by the Marvel cartoonist who has created a new young Arab girl who is a super hero. Why miss that?
These presentations should be rehearsed in your group and they must add new content to our discussion. You will select your own topic and interview subject, and you must submit a typed proposal for approval at least twelve days before your presentation date. Your group must meet with me at least a week prior to your presentation. Before the meeting, you must submit a detailed script of your presentation and convince me you are ready. I am more interested in originality than I am in technology or graphics. This is a writing class, so I have decided to ban bullet points for these presentations. You will be presenting orally but of course, you will have to write a script. These presentations are often the most engaging part of the class. You will also be submitting an evaluation of your partner and those will be due the day of your presentation. Students in the audience will also critique the presentations and these critiques are due by 10 AM the next day via email to me.

If the presentation pairing doesn't work out or for some reason you can't meet with others, you can give a solo interview if you seek my approval. If you don't make the deadlines and arrange your interview in time, then you will have to write an 18 page research paper (instead of the final project) and that paper will include a live interview. So be proactive about this and don't procrastinate. **There will only be a final exam if the presentations are not exceptionally well done.**

A syllabus is intended as a contract for the majority of students in the majority of situations, but “**stuff happens**” and I can be flexible in unusual situations. It is your responsibility, therefore, to alert me to exceptional circumstances **as soon as they occur**. Generally, I can be more helpful if I know more about your situation. I urge you to share with me if you have any concerns. I sincerely want to help my students whenever possible. I expect a great deal from you but you can also expect a great deal from me.

“**High achievement always takes place in the framework of high expectation.**” Charles F. Kettering- inventor and engineer.
Below is a tentative schedule which I reserve the right to change. Again, I promise this will be the most work and we might not get to everything. If you are absent, check with me or a colleague rather than assuming this overview is exact. Also, it is your responsibility to be prepared if you miss class. I will update this syllabus on D2L after you sign up for your presentations. When these dates are in conflict with those on D2L, go with D2L which is more current.

HW= Home Work - includes assigned reading and papers.

1.13 Go over syllabus- get books- HW- Orwell essay on D2L

1.15 I go over PET PEEVES and Orwell. Common Knowledge Game- 2 + page reflection due January.22. HW- Milgram video and read Milgram 1-12 on D2L under READING.

1.17 Sample of six word essay- check out THE RACE CARD PROJECT. Sign up for next Friday. Discuss Milgram- HW for 1.22= reflection. Read MAUS I. Intro & chapter one.

1.20 The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education. Martin Luther King, Jr.

1.22 Reflection due- discuss what you learned. Discuss MAUS. HW- Chap 2 and 3 . Last day to add class and if you do, you need to meet with me to make up what you have missed.

1.24 Discussion groups. HW- Chap 4-5. Assign MAUS #1 paper due 1.31.

1.27 Papers returned. Discuss. Hand out RADICAL REVISION. Discuss MAUS. HW- Chap 6 & “Master Race” on D2L.

1.29 Discuss Chap 6 and MR- HW- MAUS #1 paper due 1.31. Last day to drop this class.

1.31 MAUS #1 paper due. Discuss Presentations- Sign up Monday. HW- Chap one MAUS II

2.3 Sign up presentations- Deadline handout. Discuss Chap 1. HW- Chap 2

2.5 Discuss chap 2- HW- Chap 3

2.7 Discuss chap 3- HW- Chap 4 Assign MAUS #2 paper due 2.21

2.10 Discuss chap 4- HW Chap 5 & “Tomorrow Belongs To Me”

2.12 Discuss chap 5- good library questions. HW- five library questions + chap 6 and “The Eternal Jew”. Last day to drop the class and receive a 60% refund.
2.14 Library due. Final MAUS. HW- Hannah Arendt Pages 244-252 D2L

2.17. Discuss Hannah Arendt. HW prepare for librarian’s visit

2.19 Librarian Megan Welsh visits class for research discussion. HW- MAUS paper

2.21 MAUS #2 PAPER DUE. Discuss. HW- Student X paper and HOW TO CRITIQUE.

2.24 Student X critique. Set up four Critique groups for both Wed and Friday. HW- critiques

2.26 Critiques- 8 per class

2.28 Critiques- 8 per class HW Stanford video and Zimbardo reading pages 281-296 D2L

3.3 Discuss Stanford. HW Milgram video & pages 179-189 D2L

3.5. Discuss Milgram.

3.7. Terry- guest speaker on PTSD. HW- POW chapter one- D2L

3.10 Discuss POW- Chap one. HW- POW Chap 2 and 4.

3.12 Discuss POW 2 and 4. HW- Chapter Five. Assign evil paper. Due 3.21

3.14 Discuss Chap 5. Hand out Final Project- HW- Read over for Monday.

3.17 Brainstorm final project ideas. Sign up April 2. HW- My Parent’s Bedroom and One Million Bones.

3.19 Discuss story and website. HW- Evil papers due.

3.21 Evil papers due. TRIVIA QUIZ

3.31 Evil papers back. Discuss and final projects sign up Wednesday.

4.2. Final project sign up. Proposal due 4.9. HW-

4.4. DEBATE. HW- Malcolm Gladwell pages 263-275 D2L

4.7 Discuss Gladwell. HW- Final project proposals.
Critique make up or extra credit = CWA

4.9 FINAL PROJECT PROPOSALS DUE. HW- The Anti Semite and the Jew D2L

4.11 Discuss Anti Semite/ Jew. HW Prepare debate- topic- WHEN TO OBEY ORDERS.

4.14 DEBATE

4.16 Procrastination lecture - in time for final project!

4.18 HW- prepare verbal update on final project.

4.21 Final project updates.

4.23 HW- Draft of abstract.

4.25 Revise drafts. HW- FINAL PROJECT DUE ON MONDAY!

4.28 FINAL PROJECTS DUE. Discuss

4.30 Continue discussion

5.2. Rewards for perfect attendance. Grad gifts. Q and A final game

And then about your instructor…… Dr. Rachel earned her MFA in Creative Writing and her PhD in English literature with a focus on narrative. Her writing (including poetry the narrative of medicine, critical and eco strategy essays) has appeared in over four hundred publications. She has taught Jewish American Fiction for years. Before coming to Colorado she taught at the University of British Columbia (Canada). At CU she has earned the Van Ek teaching/mentoring award as well as a Women Who Make A Difference Award.
CU Policies for Syllabus 3020

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. Contact: 303-492-8671, Willard 322, and http://www.colorado.edu/disabilityservices

- A 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. 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, culture, religion, politics, sexual orientation, gender, gender variance, 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 policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs 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; 303-725-2273). 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 nonacademic 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/

WHY WAR? Albert Einstein (question to Sigmund Freud)