“Without the presence of black people in America, European-Americans would not be ‘white’---they would be Irish, Italian, Poles, Welsh, and others engaged in class, ethnic, and gender struggles over resources and identity.”
Cornell West, *Race Matters*.

**Required Texts:**

Art Spiegelman,’s *Maus I & II.*
A college level dictionary and a writing handbook of your choice.

**You also need to plan to regularly spend additional money on copying drafts of your paper for in-class workshops and later in the semester scholarly articles for your research.**

**Course Description:**

This course is designed to develop your critical thinking and analytical skills and teach you how to communicate and display in writing the quality of your critical thinking on complex issues. The course focuses on the intricacies of close critical reading, and closely examines various models of academic and civic discourses around issues of race, class and gender. The roles that race, class and gender play in the production of academic and civic discourse are investigated and interrogated. The lower division writing classes focus on teaching basics of written communication: to use the English language effectively, to read and listen carefully and to write with thoughtfulness, clarity coherence and persuasiveness. This advanced writing course reinforces, deepens and extends the content of the lower division courses. By reading and analyzing different types of texts—including required course readings, texts you discover through research and peer essays—you will learn more sophisticated ways of communicating knowledge, particularly how audience, purpose, and context (rhetorical situation) in a text intersects with one another to make meaning. The course readings consist of writings that appeal to several different discourse communities and in working with them we learn how writers adapt content and style conventions, such as tone, genre, vocabulary, and organization to respond to the different audiences and rhetorical situations.

**Colorado Commission of Higher Education Criteria**

This Upper-Level Writing and Rhetoric seminar satisfies the upper-division requirement in the College of Arts and Sciences by extending rhetorical knowledge and writing skill within academic and civic communities. This course is part of the state-wide “Guaranteed Transfer” pathway of courses (GT CO3).

*Advanced Rhetorical Knowledge:* Rhetoric is the art of persuasion. The course uses writers whose work establishes the theoretical underpinning of race, class and gender issues. In examining readings, images and film through rhetorical perspectives you will learn to analyze and synthesize the rhetorical skills and strategies of writers through concepts such as voice, tone, and structure. In addition to the readings, students will offer rhetorical analyses of documentaries that focus on class in the USA and the role our media plays in constructing masculinity. At the same time, you will be asked to situate your own writing as it applies to
multiple audiences from your immediate academic discourse community to the larger civic discourse communities.

**Writing Process:** To hone and develop your writing skill this course provides you with multiple opportunities to understand writing from an audience or reader perspective by emphasizing revision as the most important component of the writing process. We will explore writing as a process—learning about and benefiting from invention, discovery, drafting, revising and editing—in order to improve your writing and further develop your understanding of the world and your place in it. The drafting process on your papers will vary from one to three and the revision process involves in-class peer-critique workshops, small group workshops, responding to my written feedback on some, but not all, your drafts and one-on-one conferences. As a writing workshop, the course allows you to gain insights on your own writing from your peers. Your ability to response to audience feedback will greatly determine your own understanding of context, purpose and audience and develop your skills in critiquing your own writing and the work of others.

**Writing Conventions:** The course includes essays that cross genre conventions and disciplines, from scholarly articles to a more accessible civic minded. These writing will act as models in helping you recognize textual features and document design such as tone, structure, specialized vocabulary, proper documentation, and grammar as persuasive tools in your own writing compositions as you approach the different writing assignments.

**Effective Communication Strategies:** Assignments in the course build upon each other in a progression that moves you from a personal/reflective paper, to an analytical critique/review of a documentary, to creating an annotated bibliography from your own your research on an issue, to a persuasive essay. Each stage requires a more sophisticated awareness and ability to respond to the different audiences in academic disciplines and civic discourses.

**Course Goals and Purpose**

The purpose of this course is to develop your writer's voice and close critical reading while writing papers in a language that is acceptable in an academic environment. This means that you will be exploring and developing yourself as a thinker and writer in relation to the communities you participate in. The crucial issue for you as a developing writer is the negotiation, exploration and synthesis of the space between your own personal voice and the on-going discourses within academic and civic communities. As a class we will engage with a disparate community of writers whose texts require you to question personal and social assumptions and focus on how writing influences our understanding of how knowledge is created, shaped and interpreted. In creating our own community we will approach discussions and writing with the assumptions that we are all members of a multicultural and interdisciplinary intellectual community.

**Effective Application:** There will be times when I lecture around certain ideas, concepts, themes and guidelines, but for the most part this class is collaborative learning. You don’t just learn from me, you learn from each other. This happens in several ways: during small group and full class discussions, when you give each other feedback on your paper’s drafts, in one-on-one conferences with me and when you research. As we move into each writing assignment we will usually have common readings to examine different aspects of writing, reading and critical thinking.

This upper division course concentrates on teaching you to use research to closely examine the dialogue on an issue, and then to do scholarly research in order to respond to the multiple forms of writing required at the university, including reviews, summaries, analysis and argumentation.

Over the course of the semester your writing will move from personal narrative to persuasion and analysis.
You will acquire a level of expertise on an issue through library research and draw on this research when writing your final paper. I strongly recommend you use my office hours throughout the course of the semester as well as availing of the free tutoring services offered at the Writing Center (see below).

**Our work in this course will:**
- Makes explicit the distinction between civic and academic writings.
- Familiarize you with the various genres of writing connected with the course themes.
- Refine critical thinking skills and rhetorical practices that adopt one writing task to another, and from discipline to discipline.
- Encourage a sustained focus on revision and rethinking your writing in order to better articulate your analytical and persuasive skills across when communicating across disciplines.
- Address multiple forms of communication: written, oral, formal and interpersonal.
- Emphasize collaboration on communication issues (peer responses, critiques and editing, working in teams)
- Respect and challenge each other by recognizing one another as intellectual resources beyond the assigned reading material---in terms of your own writing and speaking, your disciplinary interests and your role as readers and writers.

**Readings and Quizzes**

Each student is responsible for the reading and annotation (see below) of assigned reading and to participate in reading and writing workshops. You should read analytically and, when given more than one reading at a time, will be expected to synthesize various authors’ pieces with your own views on the subject. Over the course of the semester you will have unannounced quizzes on the readings, which are given at the beginning of class. These quizzes are not designed to be difficult they simply make you accountable to the readings. They are given at the beginning of class. If you arrive to class after the quiz has been given you will earn an “F”. Quizzes cannot be made up. These quizzes account for 15% of your overall grade.

**Annotation**

To fully comprehend a reading selection --especially a difficult one you will usually need to read it more than once. With most first readings you get a general sense/idea of the piece; the next time you will be able to test the assumptions of your first reading. The most effective techniques to help you become an active reader are annotation and selective highlighting. The former involves responding to the readings with comments, questions and insights written into the margins. Highlighting helps to underline selected passages for emphasis. The value of this becomes apparent when you have to write a paper on the material you read weeks previous. Annotation saves rereading whole articles. By annotating you also make the articles an interactive piece--between you and the author. You take ownership of the article/essay.

**Participation and Attendance**

This is a discussion-oriented collaborative classroom. Therefore you need to come to class on time and have the assigned readings and writings done before you come. Always bring a hard copy of the readings to class and a notebook for in-class writing activities. Participation involves doing the reading and the writing when required, peer-critiquing in and out of class, as well as thoughtfully contributing to small and large group class discussions. My method of facilitating is to engage individuals at random. If you have a serious aversion to speaking in large groups please let me know. I don’t make distinctions between excused and unexcused absences, so save your absences for emergencies. Each absence beyond the third absence will incrementally affect your grade. Three late arrivals will count as an absence. If you have more than 6 absences you will earn an “F” for the course.
YOU ARE RESPONSIBLE FOR HOMEWORK, WHETHER YOU ATTEND CLASS OR NOT, SO MAKE SURE YOU HAVE A CLASS CONTACT

The Writing Center

CU-Boulder has an excellent Writing Center where you can receive extra help with your writing. “We are a faculty of professional writing consultants available to help you through the writing process. Better yet, our help is free to CU students! Writing consultants are trained to help individual writers improve their skills. We encourage you to take advantage of this great benefit, not only while you are enrolled in the first-year writing course but throughout your college career. Our writing consultants are on hand to help you at any stage of the writing process from brainstorming and organizing your ideas to finally understanding the mysteries of grammar and style” (Knowing Words 237-238).

Keep in mind that the staff of the Writing Center is not there to “fix” your grammatical mistakes. They aren’t an editing service. They will, however, help you identify patterns of error at the sentence level and help you learn to correct them. For more information on summer hours, or to set up an appointment, please see http://www.colorado.edu/pwr/writingcenter.html.

Resources
http://www.colorado.edu/PWR/writingcenter.html
http://owl.english.purdue.edu/

For rhetorical concepts and terms see the website:
• Silva Rhetoricae http://humanities.byu.edu/rhetoric/Silva.htm

Campus Policies

If you qualify for accommodations because of a disability please submit to me a letter from Disability Services in a timely manner so that we can work to accommodate your situation. Disability Services determines accommodations based on documented disabilities. For more information contact (303-492-8671) Willard 322, or on the web @ <www.colorado.edu/disabilityservices>

I make every effort to reasonably and fairly deal with students who, because of religious obligations, have conflicts with scheduled assignments or required attendance. I encourage you to notify me of anticipated conflicts, as early in the semester as possible so there is adequate time to make necessary arrangements. See full details http://www.colorado.edu/policies/fac_relig.html

It is my responsibility and yours to create and maintain an appropriate learning environment. We have a responsibility to treat each other with understanding, dignity and respect. In order to do so we will set up classroom guidelines for discussion in order to set reasonable limits on the manner in we express ourselves. Professional courtesy and sensitivity are especially important in a course that addresses differences of race, culture, religion, politics, sexual orientation, gender variance and nationalities. Students who fail to adhere to behavioral standards may be subject to discipline. See University policies at http://www.colorado.edu/policies/classbehavior.html

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

Note** The University considers plagiarism a serious offense within the academic community and takes appropriate action against offenders. 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 non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

My policy is to follow the recommendations of the honors code in cases of academic dishonesty. For more information I recommend you go to Student Honor Code @ http://www.colorado.edu/policies/honor.html

PLEASE TURN OFF ALL CELL PHONES BEFORE CLASS BEGINS

FAILURE TO ATTEND TWO CLASS MEETINGS IN THE FIRST WEEK WILL CAUSE YOU TO BE ADMINISTRATIVELY DROPPED TO MAKE ROOM FOR THOSE ON THE WAIT LIST

Formal Assignments and Grading Policy

All of the out-of-class papers should follow the paper presentation standards (see below). With the exception of the response papers each of the out-of-class papers will be written through a process of at least two drafts. Your revisions are expected to show significant effort and improvement in purpose, style/audience awareness, organization, and, where applicable, evidence according to the feedback from the workshops and from me.

GRADING

Rubric: 80-82 = B-, 83-86 = B, 87-89 = B+

Belief Paper (10%)
Multi-Model Project (10%)
Maus Paper (15%)
Documentary Critique (10%)
Annotated Bibliography (15%)
Persuasive Paper (20%)
Quizzes (15%)
Presentations (5%)

GRADING GUIDELINES
Each letter has a range from + to -. The following are guidelines for the range within each letter.

**A Excellent Work.** A paper that is superior in style, form, and content. Not necessarily perfect, but approaching perfection. The paper is ambitious in conception and successful in revision. To earn this as participation grade requires remarkable hard work on the drafts of fellow students, earnest and interesting contributions to class discussions, and no more than two or three absences total.

**B Good (Above Average) Work.** The paper is superior in one, but average in another of the following: thought, form, and style. There are a few mistakes, but not many. The paper may be ambitious and fail—though not too badly. Or the paper may be good—but not superior—in thought, but very well executed. There may be one significant but not major fault in thought, form, or style. In participation, this grade requires work that stands out above the class average. You absolutely cannot earn this, or a higher grade, if you do not regularly, with enthusiasm, participate in class discussions—or, if you are shy, make arrangements for alternative participation.

**C Average Work.** The paper exhibits strengths but weaknesses. The writing is readable at the surface level, and has an idea, but it will have significant, unresolved problems in more than one key area: quality of idea, reasoning, and evidence; or word choice, stance, and structure. The paper may fulfill basic requirements yet say little of importance or significance—or a well-written paper that does not satisfy a significant part of the assignment. In participation, this grade reflects showing up, surface reading, and average or below-average contribution to discussions and workshop.

**D Inferior Work.** A paper that is seriously underdeveloped and deficient in content, form, style, or mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive errors that impair readability. A paper that does not come close to meeting the basic expectations of the assignment—including length. In participation, this grade reflects a lack of contribution to the class effort, missed readings, failure to critique the work of fellow students, and generally insufficient attention to the workshop.

**F Failing Work.** A paper that is incoherent, disastrously flawed, unacceptably late, plagiarized, or nonexistent. Any paper that fails to meet basic requirements of page length, number of sources, and genre (for instance, a “book report” when a “close reading” was required by the prompt) can earn a paper an “F.” In participation, this grade reflects the attendance and contributions of a student unable to adequately participate in the course, or one indifferent—or hostile—to fellow students or the goals of the seminar.

**Paper Presentation Standards**

- All papers must be typed and doubled spaced.
- Use a standard text font (i.e. times, palatino).
- Font should be 12 point.
- Papers written in bold, outline etc, will not be accepted.
- Number pages (expect first) and set margins to no longer than 1 “ all round
- Papers should include your name, course, professor’s name, date, number of draft and a title (a title page is not necessary)
- When including sources use Modern Language Association (MLA) citations properly formatted
# TENTATIVE DAILY SCHEDULE

Readings and assignments are to be completed for the date listed. Assignments due dates can be subject to change. **AS = Assignment**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>August 26</th>
<th>Introduce Course and Assignments</th>
<th>Course Expectations and Objectives</th>
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<tbody>
<tr>
<td></td>
<td>August 28</td>
<td>Concentric Circles</td>
<td>Creating Community: Introductions through object pieces.</td>
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<td>Introductions through object piece.</td>
<td>Ground Rules for class.</td>
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<td><strong>AS</strong>: Bring an object to class that best represents you.</td>
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<td>Write a paragraph (typed, double-spaced) explaining your choice of object.</td>
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<td>Introduce Belief Paper</td>
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<tr>
<th>Week 2</th>
<th>Sept 2</th>
<th><strong>Read and Annotate</strong> Pratt’s “Arts of the Contact Zone.” (For full text Google “Arts of the Contact Zone” and print the PDF file with the illustrations).</th>
<th>Becoming an active investigator of your culture. Examining the rhetorical strategies of writers.</th>
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<td></td>
<td>Sept 4</td>
<td><strong>DUE: Draft of Belief Paper</strong> More local than global workshop. Sharper focus on introduction, how well the experience was conveyed (body) and significance of experience (conclusion).</td>
<td>This workshop focuses oral delivery of your paper, clarity of your ideas and feedback from listeners/readers.</td>
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<td>Sept 11</td>
<td><strong>DUE: Writing Project # 1</strong> (include first drafts with feedback) Read Martin Luther King Jr. “Beyond Vietnam” <a href="http://www.stanford.edu/group/King/liberation_curriculum/speches/beyondvietnam.htm">http://www.stanford.edu/group/King/liberation_curriculum/speches/beyondvietnam.htm</a></td>
<td>How does the American ethos on race, class and gender inform the text?</td>
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