

Writing 23, Sec. 1
Grammar & Rhetoric: Language for Writing
Social Sciences & Humanities: Room 350
UC-Santa Cruz – Spring 2015

Tues/Thurs: 4:00-5:45pm

Instructor: Dr. Chuck Carlise
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Office Hours: Tues/Thurs 12:30-1:30pm

Office: Merrill 101D : 831/502-7565

Course Description:

This course explores, via cross-cultural readings, the nature, uses, and abuses of language. Course work includes extensive writing, both take-home and in-class. Emphasis on revising for power of expression and for variety and accuracy at the sentence level.

Two Components:

The class consists of two elements: the C1 requirement and the ELWR assessment.

ELWR, as you already know, is the Entry Level Writing Requirement. It is satisfied by submitting a portfolio at the end of this course that is deemed satisfactory by the Writing Program.

C1 is a first-level composition requirement, which is similar to ELWR but more holistic. To satisfy C1, you will write five satisfactory essays (two of which will be drafted, critiqued, and revised), attend and participate in class meetings, keep up with all course assignments and readings, and challenge yourself as a thinker, reader, writer, and student.

It is possible to pass C1 but fail the ELWR assessment; or pass ELWR but fail the course; or any combination otherwise. However, my goal in this course is the same as yours: I want you to pass both. I will construct the class to help you get there; you will need to accept the challenge as well.

The course will function as both a critical thinking practicum and a process-based workshop on translating those thoughts into words. That is, we will spend time analyzing the texts that surround us (both visual and verbal), considering identity and rhetoric from a number of perspectives, and drafting (and re-drafting) arguments and responses to those texts and ideas.

It will be both reading-intensive and writing-intensive, but it will also be driven by interactive and participation-based. I run a high-energy class. It will be rigorous, but (hopefully) both fun and illuminating. We're in this together; the more involved you are in the class, the better the experience will be for all of us.

Required Texts and Materials

- a) Readings will either be handed out via photocopy (in class) or, more likely, posted to eCommons. If you are formally enrolled in the course, you will be automatically added to our eCommons site so please check to make sure you have access. (If there are technical problems, let me know immediately). You are required to download and print out hard copies of all assigned readings. Bring the readings to every class.
- b) A folder with pockets. I will frequently refer back to old readings or previous writing assignments (and we will occasionally re-work older assignments), so I want you to have all of that stuff accessible at any given time. Keep everything until the course is over.

Recommended Texts and Materials

- a) *Easy Writer: A Pocket Reference* by Andrea Lundsford, or some kind of grammar editing book that you used in Core or Writing 20 or 21.
- b) A weekly calendar, either in hard copy or an electronic copy, on which you record your weekly schedule in hourly chunks – this includes class time, meetings, tutorials, conferences, etc. You are responsible for recording all class-related appointments in your weekly calendar, and more importantly, attending these appointments in a timely manner. If you do not have a calendar, you can download one from Google (click the ‘calendar’ tab in your UCSC email header).

Description of Requirements:

Essays: There are five required essays for this course – two that will pass through multiple drafts, critiques and revisions. For all assignments, there will be a detailed assignment sheet that we will discuss at length in class. Pay careful attention to the instructions given in each of the assignment sheets.

Most assignments will be developed in stages, with several pre-writing exercises to generate your thinking and multiple chances to revise and clarify your writing. You will receive generous feedback from me and your writing assistant to help you with your revisions.

All papers will be turned in as hard-copies – that is, on paper (not emailed). I do not accept emailed papers under any circumstances unless you are in a dire emergency. (If you are wondering if your situation is dire enough, it probably isn't.)

The EWLR portfolio will be due to me in class on in week nine (specific due date and contents will be discussed soon.)

Attendance will be essential to your passing this class. You get two absences for free in here. No need to email me or excuse yourself – they're yours. On the third missed class, your participation grade will begin to suffer. On the fourth missed day, you will fail the course. We only have 20 scheduled meetings; four absences is one fifth of the entire course.

Additionally, you are responsible for coming to class on time. Excessive tardiness may be considered equivalent to an unexcused absences. In addition, absences may be given if you are unable to function adequately in class (e.g., if you fall asleep or have not brought appropriate materials).

Finally, please note: due dates stand regardless of your presence in class that day, or the validity of your excuse. If you are under the weather, or know you will be out of town, please make arrangements to have your essay turned in ahead of time.

Writing tutorials: You will have the opportunity to participate in regular writing tutorials, held outside of class. During these sessions, you will engage in activities that will strengthen your reading, critical thinking and writing skills. Please understand that the workshops are useful for writers at any level, as they are designed to help you become more independent and self-aware as a writer. Keep in mind that while your writing assistant is here to support you in this class, he or she is not here to do your work for you. You should treat your tutoring sessions as a class by coming prepared with questions, comments, and notes. The more you put into tutoring, the more you will get out of it.

In addition to our assigned class tutors, I encourage all students who want extra help with their assignments to utilize the services at the Learning Support Services (LSS) office, located on the 2nd floor of the ARCenter. They offer FREE drop-in writing assistance. (Their website is listed on the final page of this document.)

Participation: Unlike many courses at the University, writing seminars are small, discussion-oriented classes. As such, your participation, like attendance, is necessary and required. Participation means actively engaging in all class discussions, small group assignments, writing exercises and peer workshops. You are expected to come to class having read the assignments AND with any assigned homework in hand. To receive full participation credit, you must show up to class on time, not leave class until it is finished and respect the views of your fellow classmates.

Computer Policy: As this is a student-centered workshop course, I request students that students refrain from using laptops in class (with the exception of writing workshops) and keep them and all other electronic devices turned off. This policy will maximize the attention and participation of every individual in class. Moreover, cell phones should be silenced and put away as class begins (as well as ipods or anything of that nature). If you have an ear bud in, are texting or surfing the web, or are otherwise checked out during class, I will mark you absent for that day.

Email correspondence: When corresponding with me on email, please put 'Writing 23' and the section number in the 'subject line' of an email message. All emails must include a proper salutation/greeting, have correct grammar and spelling, use full and complete sentences and close with your full name. Professional correspondence is a genre of writing, and I take it seriously. I will not reply to emails that are full of text-slang and acronyms or that do not acknowledge the recipient. Moreover, I keep office hours on Tuesdays and Thursdays, and you see me later on those same days. Most questions are better asked in person, and I would encourage you to speak to me directly rather than email most questions. Emails that come to me at midnight are not likely to elicit prompt answers. And requests to restate a fact you can otherwise find on your own (such as a due date or a policy that's on the syllabus) will not be answered at all. My advice: ask a classmate.

Paper formatting: All assignments should be typed, and formatted in 12 point font, preferably Times New Roman or Garamound, with 1 inch margins all around (please note the margin length, as many default margin settings are 1.25"). Papers should be double spaced and have page numbers. Paragraphs should be indented, as opposed to skipping lines to indicate paragraph breaks. In all assignments, written text should reach the bottom of the required page length (i.e. all the way to the bottom of page 2 in a 2-3 page assignment, NOT one or two lines or even halfway through the second page). Please include your name on the first page of every assignment, and give every paper a title. Finally, you MUST staple papers for me; if you do not own a stapler, they are available at the bookstore, or all over campus. If you hand me a loose (or dog-eared or paper-clipped) essay, I cannot guarantee I'll accept it. You may use the citation format of your choice for your papers (MLA or APA), as long as you use the format consistently and accurately. Consult the relevant sections of Easy Writer on how to properly format your citations.

Grading: This class can be either graded or “pass/no pass.” (This was not the case in the past, or in Writing 20 or Writing 21.) If you want to take Writing 23 without a grade, you have to declare it on your records like any other class.

Regardless which grading policy you choose, passing this course will require that you do the following:

- Satisfactorily complete all major assignments (i.e., submit portfolios that are fully complete, with final drafts of essays that meet academic standards)
- Attend class, tutorials and conferences regularly and punctually (which means show up on time and stay for the entire allotted amount of time)
- Participate in class discussion regularly
- Work productively in conferences and tutorials by bringing full drafts of papers, assignments, readings to instructor and tutor meetings

One or more of the following factors will put you at risk for failing the course:

- Three or more unexcused absences from class
- Multiple class meetings in which you are late, unprepared, or exhibit otherwise unprofessional conduct
- Submitting more than ONE essay that is incomplete or not worthy of credit

Scholastic Dishonesty: In this class I expect you to observe and abide by the University’s rules of academic integrity. All writing assignments should be your own. Plagiarism, representing someone else’s intellectual work as your own, can result in a grade of F for the assignment, and may result in a grade of F for the course. Plagiarism can include submitting a paper:

- written by someone else as your own;
- written by means of inappropriate collaboration;
- purchased, downloaded, or cut and pasted from the Internet; or
- that fails to properly acknowledge its sources through standard citations.

In order to protect your academic integrity, cite often and always use your own words. For more information on plagiarism and how to avoid it, please consult the web links at the end of this syllabus.

For the University’s policy on academic integrity, see: http://undergraduate.ucsc.edu/acd_integrity/

Disability Services and special needs: It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disability conditions (e.g. physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Resource Center (DRC) to discuss their individual needs for accommodations. The DRC is located in 146 Hahn Student Services. Staff can be reached by calling (831) 459-2089 or through their website at: <http://www2.ucsc.edu/drc> . Please protect your legal rights by letting me know in advance. Accommodations cannot be made retroactively.

Useful web links:

UCSC:

eCommons	https://ecommons.ucsc.edu/portal
Writing Program	http://writing.ucsc.edu
Learning Support Services (LSS)	http://www2.ucsc.edu/lss/
University Libraries	http://library.ucsc.edu/
University Counseling	http://www2.ucsc.edu/counsel/
Disability Resource Center	http://drc.ucsc.edu/

Online Writing Support:

The Bedford Handbook by Diana Hacker

Another useful online style guide, with hands-on exercises on grammar, research, etc.
<http://www.dianahacker.com/bedhandbook>

Paradigm Online Writing Assistant

Gives instructions and examples of everything from documenting sources to formulating an argument.
<http://www.powa.org>

Online Writing Lab at Purdue University

Provides handouts and exercises on starting, revising, editing, proofreading and genres of writing—including research and technical reports.
<http://owl.english.purdue.edu>

Avoiding plagiarism links:

UCSC's policy on plagiarism

http://undergraduate.ucsc.edu/acd_integrity/

Library's Guide on Citing Sources and Plagiarism

<http://library.ucsc.edu/help/howto/citations-and-style-guides>

UCSC's information literacy tutorials

<http://nettrail.ucsc.edu>

	TUESDAY	THURSDAY
Week 1:	<p>September 29</p> <p>In-class writing (Klosterman exercise). Discuss Sked, weekly paragraph, plan of action. In-class writing on self.</p> <p>Assign: 2-page diagnostic narrative (due Th 10/1)</p>	<p>October 1</p> <p>In-class writing (Klosterman exercise). Discuss Summary. In-class writing (summaries).</p> <p>Due: 2-page diagnostic narrative Assign: Analytical essay (<u>draft</u> due 10/8)</p>
Week 2:	<p>October 6</p> <p>Discuss thesis & structure. Small group exercise (on essays).</p> <p>Due: Paragraph of your best prose</p>	<p>October 8</p> <p>Peer Review in class.</p> <p>Due: DRAFT of Analytical essay (for peer review)</p>
Week 3:	<p>October 13</p> <p>Class Cancelled / Meetings in Chuck's Office (Bring four copies of your essay)</p> <p>Due: Analytical essay due. Due: Paragraph of your best prose</p>	<p>October 15</p> <p>Debrief/Discuss meetings In-Class revision</p>
Week 4:	<p>October 20</p> <p>Phrasing & Diction / Eloquence</p> <p>Due: Paragraph of your best prose</p>	<p>October 22</p> <p>In-class writing (Klosterman exercise). Discuss revision. Revision vs. Editing</p>
Week 5:	<p>October 27</p> <p>Class Cancelled / Meetings in Chuck's Office (Bring four copies of your revised essay)</p> <p>Due: Paragraph of your best prose</p>	<p>October 29</p> <p>Debrief/Discuss meetings In-Class revision</p>
Week 6:	<p>November 3</p> <p>In-Class Writing Project on Revision</p> <p>Due: Paragraph of your best prose</p>	<p>November 5</p> <p>In-Class Writing Project – Transitions</p> <p>Assigned: Analytical Essay #2 (draft due 11/12)</p>
Week 7:	<p>November 10</p> <p>In-Class Writing Project – Rhetoric, Argument, & Finding the Thread</p> <p>Assigned: Analytical Essay #2 Due: Paragraph of your best prose</p>	<p>November 12</p> <p>Peer Review in Class</p> <p>Due: Draft of Essay #2 for Peer Review</p>
Week 8:	<p>November 17</p> <p>Class Cancelled / Meetings in Chuck's Office (Bring four copies of your essay)</p> <p>Due: Paragraph of your best prose</p>	<p>November 19</p> <p>Talk about ELWR Portfolios Revise essays in class</p>

Week 9:	November 24 Due: ELWR Portfolios – in class. NO LATE PORTFOLIOS WILL BE ACCEPTED.	November 26 THANKSGIVING – NO CLASS
Week 10:	December 1 Class Discussion: Generation/Identity	December 3 Close-Down (evals, shoring up loose ends, etc.)

Meetings will begin in Week 3

Groups of three / bring four copies of essay (one for each of us).

25 minutes per essay.

You are to take notes, and the others in the room are to participate as well.

Afterward, you submit (via Drop Box on eCommons) a revision plan for how you're going to fix the problems we found. This can come in many forms, but should indicate steps (e.g. if you repeatedly cited sources incorrectly, that probably indicates that you are not sure what the correct rule is. So a plan of correcting it should include "look up on Purdue OWL the correct way to cite sources" or something. If it was more subtle than that – like your thesis was too vague – you won't be able to just plug in answers, but I'll still want to know what you're doing to fix it). That plan of action should be submitted by 5pm on Friday of the week we met.

Paragraphs on Tuesdays

One paragraph – between 75-150 words – of your **strongest** prose. Typed, TRIPLE spaced.

You keep a log of the errors we discover, so we can:

- ...target the ones you struggle with most.
- ...track whether the most persistent ones are going away.