

COURSE GUIDELINES AND SYLLABUS

UWC 4.77
Tuesday-Thursday 9:10-10:25
310 Biological Sciences

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The purpose of this workshop is to improve our abilities to construct and analyze arguments through a study of historic public debates and ancient rhetoric. My goal is to familiarize you with as many of the most important practices of academic writing, including the research process, the appropriate use of sources, and the conventions of academic argument. To facilitate this process, you will analyze persuasive works in the unit Wealth, Work and Class, using them as both source and inspiration for your own arguments. Success in this class requires not only extensive writing, but also reading texts, researching outside source material, and participating in writing workshops and in class discussions.

Required Texts

Ancient Rhetorics for Contemporary Students (ARCS) Crowley and Hawhee
Negotiating Differences (ND) Bizzel and Hertzberg
The Craft of Research (CR) Booth, Colomb and Williams
Writing Essentials (WE) Rodrigues and Tuman
Online Library User Guide website: <http://www.lib.duke.edu/libguide/>
A good standard college dictionary
connect.net Software
Three-ring binder and hole-punch
\$3 copying fee (unused portion will be refunded)

Course Requirements

5 Essays	50%
Journal	25%
Active Class Participation	15%
Final Portfolio	10%

Essays: Students write essays on the topics provided in class. These assignments will be given the week before they are due. One of the major class activities will involve workshopping student papers. This will be done in a few different ways. In one format, the entire class will read and comment on individual student papers, usually two or three in one period. In another format the class will break down in small groups and will work independently to discuss all of the papers in this peer group. Students will be required to produce a one page "peer response" discussion for each paper as well. These are not formal essays, but rather attempts to help other students in the process of revision. With workshops and peer responses you should be as earnest as possible, and identifying specific moments in the work which were successful and moments which were not. The purpose of workshopping is to provide feedback to aid in revision of the assignment. Each essay will be revised and resubmitted; both the draft and the second version

will be given grades. Revisions must be turned in with the student's peer responses attached. The word revision implies a new look and significant changes, rather than merely correcting grammatical or stylistic problems. Peer responses, first drafts and revised papers must be collected by the writer and the recipient, and included in the final portfolio of both.

Journal: Every week there will be journal assignments involving analysis of the readings and application of the tools of rhetoric. These will be submitted via *connect.net* to the instructor and the class, and will often be workshopped in small groups during class. **JOURNALS ARE ALWAYS DUE MONDAY AT 5 PM** to the student's peer group (two other students) and will be collected at that time by the instructor. Journal work is less formal than essays; they provide you an opportunity to explore the readings, to respond to the discussions in class and to enter a written dialogue with your peers. Journal grading will be check, check + or check -. Peer groups will read each other's journal, and return comments on a hard (paper) copy to the student in class on Thursday. These journal entries and comments will be collected by the student and submitted in the final portfolio.

Class Participation: You are expected to actively participate in class. One of the main components of this class is discussion of your own and your peers' papers. Active participation requires that you come to class prepared to discuss the texts, journals (yours and your peer group's) and papers designated for workshopping. Each day, the instructor will assess a letter grade for the student's class participation, which will be averaged at the end of the class. Our class environment is one of mutual respect and responsibility regarding the opinions, ideas and work of all participants; students' participation should reflect these standards. Shyness or difficulty with participation should be addressed with the instructor.

Final Portfolio: The portfolios provide an opportunity for the student to reflect upon your development as a writer as well as provide the instructor a holistic sense of your progress. Each portfolio will contain copies of you work, the peer responses you have received and given, and a self-evaluation essay. Portfolios are due at the end of the semester.

Class Attendance and Conferences

You are required to attend all class meetings and conferences. Any absence beyond three will result in a grade reduction of one letter grade (e.g. A- to B-). Any emergency situation, prolonged illness, or university service abolition must be documented by a "Dean's Excuse" in order to avoid the penalties of absenteeism. This is a university policy, and is not open for negotiation (see absence policy handout). You are responsible for all work missed in class. It is your responsibility to contact another student in the class for assignments or notes. There will be three individual conferences between student and instructor during the semester. You should bring specific questions and concerns about your written work to the conference. Missing a conference with the instructor counts as an absence unless we agree to reschedule.

Paper Submission and Formatting

This class uses *connect.net* to submit and collect papers and journal entries. Students must submit papers to the class server space by the deadline. This software can only be used on

PCs, (Mac users will have to access the server via the computer clusters). Papers will be downloaded by the instructor, chosen for workshopping and placed on the server available to the class for downloading. This software serves several purposes. It reduces the paper flow of the class, allows for fast turn-around of comments and revisions, and provides a forum for the whole class to communicate about assignments and problems.

All written assignments must be word-processed, double-spaced, spell-checked, proofread, and in 12 point standard font (like Courier, Time, etc.). Papers must have one-inch margins and all pages must be numbered. Type your name, course number, my name and date at the top of each paper. Do not use title pages. When handing in hard copies of work, staple papers. Back up all work on discs.

Late Work

Your peers will often be required to download and read your work in time for workshopping in class. If your papers are late, you prevent them from participating fully in class. To remedy this problem, **LATE PAPERS WILL BE GRADED DOWN ONE FULL GRADE FOR EACH DAY LATE; LATE JOURNALS WILL NOT BE ACCEPTED.** Absenteeism is not an excuse for late work. Deadlines will be specified for papers to be turned in electronically using *connect.net*. Computer and printer troubles are not acceptable excuses for late work.

Syllabus

Week 1:

1 Sept. Introduction: Work, Wealth and Class

3 Sept. Read: ARCS chapter 1, CR Prologue and Preface. Discuss workshopping; assign Essay 1 and Journal 1.

Week 2:

8 Sept. **DUE: journal 1.** Read ND Intro to unit 4; Each student must bring 3 copies of journal paper. Hereafter, journals are due on Mondays at 5pm on *connect.net*. Small group work and discussion of essay 1.

10 Sept. **DUE: essay 1**, submit on *connect.net* by 9am. Workshop journals.

Week 3:

15 Sept. Read ARCS ch. 3; Read ND, Alger, *Ragged Dick*; CR ch. 1 and 2. Workshop journal 2.

17 Sept. Workshop essay 1. All students should print out the essays selected for workshopping before coming to class from *connect.net*. The essays will be available on Tuesday. Students should come to class with prepared comments and questions about these essays.

Week 4:

22 Sept. Read ARCS ch. 4 (to page 58), ND Carnegie *Wealth*. Assign essay 2.

24 Sept. **DUE: revision of essay 1.** Read CR ch. 3 and 4. Workshop journal 3.

Week 5:

28 Sept. **DUE: essay 2**, submit on *connect.net* by 9am. Read ARCS ch. 4; ND Council, *The Negro Laborer: A Word for Him*.

1 Oct. Workshop essay 2. Workshop journal 4. Midterm self-critique.

Week 6:

6 Oct. Read ARCS ch. 5; CR ch. 7. Workshop journal 5.

8 Oct. **DUE revision of essay 2;** submit on *connect.net* by 9am. Read CR ch. 8 and 9; ND Conwell, *Acres of Diamonds*. Assign essay 3.

Week 7:

Fall Break.

15 Oct. Read ARCS ch. 6 (to page 119); ND Bellamy, *Looking Backwards*. No journal due this week.

Week 8:

Journal 6 is due on Monday, 19 Oct. by 5pm.

20 Oct. **DUE: essay 3.** Read ARCS ch. 6 (page 199 to end); CR ch. 10. Workshop journal 6.

22 Oct. Lilly Library Tour: Meet inside Lilly Library at 9:10.

Week 9:

27 Oct. Perkins Library Tour: Meet in Perkins Library at room 119 (near Inter-Library Loan) at 9:10.

29 Oct. Read ARCS ch. 7; ND Lloyd, *Wealth Against Commonwealth*. Workshop essay 3.

Week 10:

3 Nov. Read ARCS ch. 8; CR ch. 8 (review); Workshop essay 3. Assign essay 4.

5 Nov. **DUE: revision essay 3.** ND George, *Progress and Poverty*. Workshop journal 8. Library assignment due.

Week 11:

10 Nov. **DUE: essay 4.** Read ARCS ch. 9; ND *Testimony Before the Senate Committee*; CR ch. 5 and 6.

12 Nov. Workshop essay 4. Workshop journal 9.

Week 12:

17 Nov. Read ARCS ch. 10; CR ch. 13 and 14. Workshop journal 10.

19 Nov. Read ND Phelps, *The Silent Partner*. Workshop essay 4. Assign essay 5

Week 13:

24 Nov. **DUE: revision essay 4.** Read ARCS ch. 12. Workshop journal 11.

Thanksgiving break.

Week 14:

1 Dec. **DUE: essay 5.** Read ND Foster, *Pages from a Worker's Life*.

3 Dec. Workshop essay 5. Assign and discuss final portfolio.

Week 15:

8 Dec. Workshop essay 5.

10 Dec. **DUE: revision essay 5 with student's final portfolio.**