

UCOR 101: Thinking and Writing Across the Curriculum

Fall 2011

Instructor: Ashley Kunsaa

Course Information

Section: 38

Time: TR 12:15-1:30 p.m.

Location: 607 Fisher Hall

Instructor Information

Office Location: 639a College Hall

Office Phone: 412-396-4111

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Office Hours: M 4:30–5:45 p.m.;

T 1:45–3:30 p.m.; and by appt.

Course Description

Critical Thinking

- a. Students will employ critical thinking in analysis of writing and in use of information in their own writing
- b. Students will distinguish between critical thinking and uncritical acceptance of received information

Rhetorical Knowledge

- a. Students will use the concepts of the rhetorical triangle in the analysis of writing
- b. Students will understand the difference between an arguable claim and an unarguable claim
- c. Students will go beyond rigid conventions of high-school writing (e.g., the five-paragraph essay, prohibition of first-person voice) and select a voice and structure appropriate for the audience and rhetorical occasion

Processes and Conventions

- a. Students will construct academic papers driven by clear theses and consisting of unified, coherent, and fully developed paragraphs with ideas that contribute directly to the paper's thesis
- b. Students will write with a focus on process rather than product, and understand the purpose of drafting both for their writing and for their critical thinking
- c. Students will learn to identify errors in standard written English that they make and how to correct those errors
- d. Students will learn to locate and use sources on the basic concepts of usage and mechanics
- e. Students will demonstrate an understanding of the rhetorical importance of sentence-level issues

Research and Ethics

- a. Students will integrate appropriate secondary materials into their arguments using paraphrase, summary, and direct quotation
- b. Students will use MLA documentation and differentiate between summary, paraphrase, and quotation
- c. Students will be able to define plagiarism, understand its significance in an academic community, and understand the consequences of plagiarizing

Required Texts

Lunsford, Ruszkiewicz, and Walters, *Everything's an Argument (EA)*

Troyka and Hesse, *Quick Access Compact (QAC)*

Readings on Blackboard/via e-mail

Course Policies

Attendance

Your attendance in class is *mandatory*. To receive credit for attendance, you must be in your seat and ready to begin at the start of class; have your books, assigned readings, and any other material required for the day's work (e.g., paper drafts); and be awake and attentive (i.e., not doodling, chatting with your neighbor, texting, or sitting with your head down on your desk).

Absences: You may miss 3 classes without penalty. A 4th absence will drop your course grade by one full letter. A fifth absence will result in failure of the class. Use your absences wisely.

You are responsible for any work/readings due/assigned the day you miss class and for finding out about any deviations from the syllabus we may have taken. I suggest you e-mail me to do so. Be sure to get the day's notes from a responsible classmate.

Tardiness: Late arrivals to class are heartily discouraged. Arriving late is distracting, and it is disrespectful to your classmates and your instructor. A late arrival of more than 20 minutes will count as an absence. **Two late arrivals equal one absence.**

Paper Conferences: Mandatory paper conferences (for papers 2 and 4) are just that—mandatory. These are different from office hours, which are optional. Conferences are 15 min. long, and they take the place of a class period. You must be on time for your conference. Arriving late or missing the conference will count as a class absence. E-mailing me the morning of the conference to say you cannot attend is not sufficient. You must give 24-hours notice that you will miss your conference, and you must make arrangements with me to reschedule if you do not wish to be counted absent.

* Keeping track of your absences/lates is *your* responsibility. I am not the attendance police; I will not track you down to keep you apprised of your absences. If at any time you would like to know how many classes you have missed or been late to, just ask!

Deadlines

All assignments are to be submitted at the beginning of class on the date they are due unless otherwise noted. I do not accept e-mailed assignments (again, unless otherwise noted). If you know that you cannot attend a class, make arrangements with me *in advance* to submit the assignment before the missed class. "Computer catastrophes" are not acceptable excuses for not having work ready to hand in on time; as such, you'll want to print your paper or homework well in advance of 12:15 p.m. on the day it is due.

For each day a paper is late, the grade for that assignment will drop by one letter. Note that this is not one letter per class period, but one letter per day.

Late homework will not be accepted. If you are absent and wish to receive credit for any informal writing assignment due the day you missed class, you must turn it in at the following class period. **Note:** Late paper proposals will receive a zero, but are still required before a final paper draft will be accepted.

Extensions: In rare instances, a student may not be able to complete an assignment by the assigned due date. If this occurs, you may request an extension **no later than 24 hours before the assignment deadline**. An extension will be granted at my discretion and only for extenuating circumstances, so do not think of it as a safety net.

Assignment Format

Papers, proposals, and typed homework should adhere to the guidelines below. Where no guideline is provided for a topic, use MLA style (consult your QAC):

- All work should be in Times New Roman, 12 pt. font.
- Any assignment longer than one page must be stapled; I will not accept unstapled work or assignments held together with paperclips or butterfly clips.
- Double-space your paper, including the “Works Cited” and except for the heading, which should be single-spaced.
- Your heading should follow this format:
 - Your Name
 - Date
 - Instructor’s Name
 - Name of Assignment (e.g., “Paper 2” or “Definition Proposal”)
- Your heading should only appear on page 1 of your assignments. Do not put your name or other heading information on any other page of your paper.
- Place page numbers in the upper right-hand corner, beginning with page 2. No page number should appear on the first page.
- Use 1-inch margins.
- Left align your assignments (the normal setting in most word processing programs). Do not justify or center your work.
- Only the titles of your essays should be centered. These should be typed in 12 pt. font (just like the rest of the text). Never underline, **bold**, *italicize*, or put your own title “in quotes.”
- Follow MLA format for all source citations. Use parenthetical citations for in-text references and a “Works Cited” list at the end of the paper.

Academic Honesty

Please see the “Statement on Academic Integrity” included with this syllabus. If you have any questions about this policy or any part of it, please see me. If you are unsure about your own proper use of outside sources, please consult with me prior to handing in the assignment. I am happy to clarify whenever possible. You may also want to consult the Duquesne University Academic Integrity Policy found in your Student Handbook. All violations of the Academic Integrity Policy, intentional or inadvertent, will be recorded with the Director of Judicial Affairs, and intentional violations—ranging from unattributed cut-and-pasted sections in your paper to bought essays—will result in heavy sanctions ranging from failure on the paper to expulsion from the university.

Office Hours

I encourage you to come see me during office hours to talk about the class, ask questions, show me your writing, etc. Office hours are a great time to get feedback and discuss your ideas. Past students have found office hours extremely helpful.

Cell Phones, etc.

Using your cell phone in class is disrespectful to your peers and instructor. All phones (and other electronic devices) must be turned off or to “silent” for the duration of class. Do not enter your assignments, etc. into your phone while in class; if this is how you keep track of things, you should write down your assignments on a piece of paper and put them in your phone after class. **Absolutely no texting is permitted. Seriously.** I can’t stand texting in class.

*The first time your phone rings during class or I see you texting, you will receive a warning. The second and subsequent times, you’ll be required to leave the room and counted absent for the day.

Additionally, no computers (or iPads) are allowed in class. You should bring all written assignments in hard copy (do not, for example, bring a paper draft for workshop in on your computer).

Communication

All students must check their Duquesne e-mail accounts at least once per day. I will frequently communicate with you via e-mail about class, assignments, etc. You are expected to be respectful

when using e-mail. An e-mail to your instructor **is not** a text message to your friend; it is a professional communication. You should be courteous and use proper grammar and complete sentences. I will generally respond to e-mails within 36 hours (except on weekends and during breaks, when it might take me longer).

Note: I will not respond to e-mails received after 8:00 p.m. until the following day. Therefore, if you have a question about a paper, homework, or reading assignment that is due the next day, make sure to get your e-mail to me early.

You must check the course's Blackboard site regularly, as I will post readings, assignments, and updates there. Make sure you are familiar with how to use Blackboard, and if you are not, I'm happy to help. (The site is not yet up and running, but I will keep you posted.)

Athletes and ROTC/Reserves Students

If you are involved in a university athletic program or ROTC and will miss class because of it, you must bring an official list of the classes you will be missing from the athletic department in the first week of class. Moreover, all work is to be submitted **prior to the excused absence**. You are responsible for any announcements and/or class notes that you miss.

Students with Special Needs

If you have any disabilities that may impact your performance in this class, please speak to me within the first week of classes. Disabilities that require accommodation must be documented by the Office of Freshman Development and Special Student Services (x6657). Furthermore, I am quite happy to assist you in this class, but you must let me know that you need assistance.

Writing Center

This is a writing-intensive course, and I strongly encourage you to visit the Writing Center. Undergraduate and graduate student tutors are available to assist you for half-hour or hour-long sessions in brainstorming ideas, organizing your paper, revising, etc. Before meeting with a tutor, prepare specific questions about your work so that your time is well spent. Also, you should be sure to bring the assignment sheet for the assignment that you're currently working on with you.

The Writing Center is located in 216 College Hall (four floors down from my office and on the opposite side of the building). Appointments must be made online at www.sites.duq.edu/writing-center/.

Course Requirements

Grading

Your grade in this course will depend upon your achievement in the following areas:

Class participation:	5%
Homework, quizzes, and workshops:	5%
Essay 1 (rhetorical analysis):	10%
Essay 2 (definition):	20%
Essay 3 (cause and consequence):	20%
Essay 4 (proposal):	25%
Portfolio:	15%

In this course a **C grade is average**, meaning you have met all of the basic requirements of the assignment. Thus, if you simply do the basics asked of you, you will earn a C, which is satisfactory. This is the most common grade to receive in a college course, including this course. I cannot stress this enough. If you want to earn a B or an A (denoting work of superior and exceptional quality, respectively), you must go above and beyond the specified criteria. Only papers that are written in strong prose, nearly error-free, well-developed and organized, original, and creative will earn a grade in the A range.

Participation

Your participation is an important component of this course. It fosters your learning and your understanding of the texts and issues at hand. Participation includes full preparation for class (be sure to print any assigned readings from Blackboard/e-mail); active engagement in the class session (raising your hand to offer thoughtful responses and ask questions); and active involvement in group work and peer workshops. It does *not*, by contrast, mean simply getting in “one comment per class”—the quality of your efforts counts.

I expect to hear *everyone’s* voice, and preferably during every class. Each of you has something unique to contribute to each discussion, and the class as a whole will benefit from your sharing. We all have an off day here or there, myself included, but you cannot achieve a satisfactory participation grade (i.e., a C or better) without frequent, intelligent contributions to the class discussion and group work. No one is judging you—we’re all here to learn from each other.

Homework, Quizzes, and Workshops

Homework will include a variety of reading assignments and writing activities (paper proposals are counted as homework). Reading quizzes will be unannounced and will assess your ability to recall details of the texts that we will be discussing. Quizzes cannot be made up if you are late to or miss class.

You will also complete a peer review for each of the four major papers. These will be done in class on the day the draft is due (see Schedule of Classes). Reading and discussing others’ work is an important part of growing as a writer. Also, receiving feedback is extremely important for revision of your work. As such, failure to complete a workshop will result in a reduction of your HQW grade. In addition to being absent, not having a full draft at the start of class will result in the point reduction.

Essays

Written work is the primary focus of this class, and writing assignments will be many and varied, with the majority of your course grade (90%) coming from the four essays and the portfolio. Please feel free to ask questions if you do not understand a particular writing assignment. **For your own protection, you must keep all work that you produce for this class—including drafts and proposals—until the end of the term.**

A brief explanation of the five major assignments follows. Specific guidelines and requirements for each assignment will be provided later in the course.

Essay 1: Rhetorical Analysis (RA), 3 pgs, plus “Works Cited”

Using terms and concepts explored in class, you will perform an analysis of a short article of your choosing.

Essay 2: Definition, 4–5 pgs, plus “Works Cited”

For this paper you will define a contested/controversial term or phrase and defend your definition against alternative definitions.

Essay 3: Cause and Consequence Analysis (C and C), 4–5 pgs, plus “Works Cited” and visual

You will select an event/situation of interest and investigate why it happens and the results of such happening.

Essay 4: Proposal, 6–7 pgs, plus “Works Cited”

You will identify a local problem (defined as a problem affecting individuals/groups at Duquesne or in the city of Pittsburgh or the surrounding areas) and propose a solution to this problem.

Portfolio:

The portfolio will include a revised and extended version of either Paper 2 or 3 and your proposal for revising and extending it. You must also include the original paper proposal and original graded version of whichever paper you choose.

(Tentative) Schedule of Classes

Readings, Homework, and Writing Assignments

Note: This is a tentative schedule, meaning it can—and, more than likely, will—change. I reserve the right to alter the schedule whenever necessary. As such, be certain to ask about any changes to the schedule if you miss class.

Date	Class Topics and Reading/Assignments Due
Tuesday, August 23	Course Introduction
Thursday, Aug. 25	What Is an Argument? Read: “Making the Most of College Writing”; Ch. 1 (EA) Due: Diagnostic Writing Assignment
Tuesday, Aug. 29	Rhetorical Analysis, Introduction Read: Ch. 5 (EA) Assigned: Paper 1 (RA)
Thursday, September 1	Rhetorical Analysis, Pathos Read: Ch. 2 (EA); “Why I Want a Wife” (Bb)
Tuesday, Sept. 6	Rhetorical Analysis, Ethos Read: Ch. 3 (EA) Due: Paper 1 Proposal; find an example of a strong ethical appeal and bring 3 copies
Thursday, Sept. 8	Rhetorical Analysis, Logos Read: Ch. 4 (EA); “Letter from Birmingham Jail” (Bb)
Tuesday, Sept. 13	Peer Workshop and Style Due: Paper 1 Rough Draft
Thursday, Sept. 15	Definition, Introduction
Tuesday, Sept. 20	Definition, Discussion Read: Ch. 9 (EA); “Why I Want a Wife” (re-read) Due: Paper 1 Final Draft Assigned: Paper 2 (Definition)
Thursday, Sept. 22	Definition, Examples Read: “Poetry” (Bb); “Stuff White People Like” (Bb); “The Word Police” (Bb)
Tuesday, Sept. 27	Evaluating Sources and Using Sources Read: Ch. 19 (EA); Ch. 4, pp. 79-83 (QAC) Due: Paper 2 Proposal
Thursday, Sept. 29	Quoting/Paraphrasing/Summarizing and Structuring Arguments Read: Ch. 3 (QAC); Short articles (Bb) Due: Summary Paragraph
Tuesday, October 4	Peer Workshop Due: Paper 2 Rough Draft
Thursday, Oct. 6	No Class—Conferences for Paper 2
Tuesday, Oct. 11	Cause and Consequence, Introduction Due: Paper 2 Final Draft Assigned: Paper 3 (C and C)
Thursday, Oct. 13	Cause and Consequence, Discussion

	Read: Ch. 11, pp. 335–64 (<i>EA</i>); Newspaper Articles (Bb)
Tuesday, Oct. 18	Cause and Consequence, Examples Read: “Cold Comfort” (Bb); “How Teachers Make Children Hate Reading” (Bb)
Thursday, Oct. 20	Academic Argument Read: Ch. 6 (<i>EA</i>); Ch. 32, secs. a, c, f, i, and the Quick Ref. on p. 343 (<i>QAC</i>) Due: Paper 3 Proposal
Tuesday, Oct. 25	Academic Integrity and Avoiding Plagiarism Read: Ch. 18 (<i>EA</i>)
Thursday, Oct. 27	Peer Workshop Due: Paper 3 Rough Draft
Tuesday, November 1	<i>No Class</i> —All Saints’ Day
*Wednesday, Nov. 2	*Sudhir Venkatesh lecture—Power Center Ballroom, 7 p.m.
Thursday, Nov. 3	Proposal, Introduction Due: Paper 3 Final Draft
Tuesday, Nov. 8	Proposal, Discussion Read: Ch. 12 (<i>EA</i>); “Letter from Birmingham Jail” (re-read) Assigned: Paper 4
Thursday, Nov. 10	Proposal, Examples Read: “The Singer Solution to World Poverty” (Bb); “Here Comes the Groom” (Bb); Short Articles (Bb) Due: Proposal Component Worksheet
Tuesday, Nov. 15	Creating and Structuring a Proposal Due: Find a proposal in a newspaper or magazine and bring 3 copies
Thursday, Nov. 17	Peer Workshop (on Proposal for Paper 4) and Revision Strategies Due: Paper 4 Proposal
Tuesday, Nov. 22	<i>No Class</i> —Happy Thanksgiving!
Wednesday, Nov. 23	Due: Proposal for Paper 2/3 Revision/Extension (as an attachment via e-mail by noon)
Thursday, Nov. 24	<i>No Class</i> —Happy Thanksgiving!
Tuesday, Nov. 29	<i>No Class</i> —Conferences for Paper 4
Thursday, December 1	Peer Workshop Due: Paper 4 Rough Draft
Tuesday, Dec. 6	Class Wrap-up
Wednesday, Dec. 14	*Paper 4 Final Draft and Portfolio due in my mailbox by 3:30 p.m.