

**ADVANCED WRITING (200 LEVEL):
DEVELOPING YOUR INTELLECTUAL GENEALOGY**

SEMESTER
INSTRUCTOR: ERIN CHESLOW
MWF, TIME
LOCATION
OFFICE HOURS: BY APPOINTMENT
OFFICE LOCATION:

In 2014, Teresia Teaiwa, a Fijian scholar working out of Aotearoa/New Zealand, wrote, “my experience of theory has mostly been one of valuing ideas, and in particular valuing the ability to identify connections and resonances and distinguish gaps and contradictions between models and proposals” (46). In so doing, she establishes everyone’s reading and writing practices as genealogical processes by which we establish our own voices in relationship to those who came before us and those who work alongside us.

Argumentative Writing is an advanced writing course designed to empower you as writers with the critical thinking and language skills needed to write and speak about complicated and controversial issues in a number of communities. As such, you will be reading, drafting, writing, speaking, and, most of all, listening in order to more effectively engage with the ideas of others and to express your own ideas clearly. Using imitation as a foundational methodology, you will read and write often with the goal of connecting your own ideas to the ideas of others.

No matter your career or personal goals, writing is never an isolated process; it happens in response to and in conversation with other writing, spoken language, and images across multiple media. In this class, we will engage with writing as a multigenerational process in order to better understand our own writing and our responsibilities to both academic and non-academic communities.

COURSE REQUIREMENTS

TEXTS

There is no textbook for this class; however, students will be expected to read all articles as they are posted on the class website. These readings will be due at the beginning of each unit, alongside an entry in your Annotation Notebook (discussed below).

GRADING (out of 350 possible points)

Research Question and Paragraph: 10 points
Thesis Statement: 5 points
Imitation Assignments #1-3: 30 points
 worth 10 points each
Imitation Assignment #4: 25 points
Presentation: 20 points
Annotated Bibliography: 10 points

Final Research Paper: 120 points
Peer Review: 30 points
 Imitation Assignments and Research
 Paper worth +5 points each
Participation: 100 points
 Annotation Notebook worth 30
 participation points

WRITING ASSIGNMENTS

1. Research Question and Paragraph: Due September 24th, this assignment asks you to think about what rhetoric *or* language means to you. You will formulate a research question in class, then think through your answer to that question by analyzing a moment in your life when rhetoric or language had an impact on you.
2. Imitation Assignments #1-3: Based on readings that we will discuss in class, you will write a 1-page response to a prompt. In the paper, you will be asked to imitate the style and methods of engagement employed in the reading. In doing so, you will learn to engage with different communities and begin to develop your own writing process and style.
3. Imitation Assignment #4: Due November 19th, this assignment will ask you to imitate a scholarly work from your field of interest. You will find a scholarly source that might help you answer your research question for your final paper and analyze it for its methods and styles, as we will have done in class on many occasions by this point in the semester. Then, you will write a 1-page response to your own research question, imitating the style and methods of engagement employed in the reading.
4. Final Research Paper: Due December 12th, the final paper will incorporate the methods and skills you have practiced throughout the semester. You will develop a research question that engages with a topic that is of interest to you, then write a 5-6 page paper answering your question. You will be asked to do engage with other scholars and community members who have written or spoken on your topic and develop your own argument in conversation with them.

Each of you will schedule a one-on-one meeting with me *after* you have formulated your research question for the final research paper. At that time, we will discuss your final project and other work in the class so far. We can also discuss writing in general or anything else on your mind.

LATE WORK: I will accept work within 24 hours of the day and time that each assignment is due, but you will lose 10% of your final grade on that assignment. I will not accept work more than 24 hours late.

PEER REVIEW: For each of the 5 Imitation Assignments and the Final Research Paper, you will work with other students in class to investigate the methods used by the writer and provide feedback that the writer can use to revise his or her paper. Peer review days are mandatory, except in extreme circumstances. You will not be able to make up this work, so be sure to come to class on the days marked on the schedule.

PRESENTATION

You will each sign up for a 3-minute presentation on an image, such as a work of art, a photograph, or an advertisement. The aim of the presentation is to give you a chance to speak in front of a friendly audience based on methods we have discussed in class. As with the Imitation Assignments, you will be asked to imitate the style and methods of engagement of another speaker. We will listen to a number of oral presentations in class to facilitate this process.

You will not be asked to submit a script or notes for this assignment, but you will need to submit *a bibliography of works consulted on the day of your presentation*. This bibliography will include the source of the image that you are analyzing, the work you are imitating, and any other resources you used to conduct your research.

Please note, *Wikipedia* will never be considered a reliable source for this class. You will be expected to look elsewhere for this and all other assignments.

ANNOTATED BIBLIOGRAPHY

Due November 26th, the Annotated Bibliography is designed to give you a head start on your Final Research Paper. You will be asked to find 3 sources in addition to the one you used for Imitation Assignment #5. For each source, you will provide information on the writer's argument, evidence used, methods of engagement, and relevance to your own research question, along with a citation for each source. You will also be asked to provide a quote from the source and an analysis of that quote that should contribute to your final paper.

PARTICIPATION

Participation points will be counted each day based on your attention to your fellow students and your engagement with them and with class material in class discussions. You may miss one reading discussion day, but you are expected to attend *all* peer review days (in bold below). *Please note that the following days are mandatory:*

Wednesday, Week 1

Wednesday, Week 2

Monday, Week 3

Monday, Week 5

Friday, Week 5

Friday, Week 6

Friday, Week 7

Monday, Week 8

Friday, Week 8

Wednesday, Week 10

Friday, Week 10

Friday, Week 11

Wednesday, Week 13

Wednesday, Week 15

Each mandatory class meeting that you miss will be counted as an unexcused absence and points will be docked accordingly. Students are allowed 3 unexcused absences over the course of the semester. Being more than 15 minutes late for class or being late 3 times will count as an absence.

It is your responsibility to obtain notes and other materials from a classmate for any class period missed.

EXCUSED ABSENCES: For an absence to be considered "excused," you will need a signed document explaining your absence (example: a doctor's note) for it to be considered an excused absence. Otherwise, 15/350 points will be deducted from your final grade.

Excused absences include family emergencies, illness of the student or of a dependent, religious observance, and participation in university events at the request of university authorities. If you feel that an absence should be excused for any other reason, schedule a meeting with me to discuss the circumstances and provide signed documentation recording the reason for your absence.

I will not accept an email in lieu of a written explanation of an excused absence.

ANNOTATION NOTEBOOK: For each reading assigned, you will write an entry in an Annotation Notebook, which you will share with me via Google Docs. In each entry, you will respond to the following prompts:

1. List and define key terms, especially if they are new to you.
2. Who or what is the subject of the text? In other words, who or what is the writer writing about? What is the writer's relationship to that subject?
3. What is the main question or argument that the writer is exploring? Explain it in two sentences or less.
4. What are key points of evidence that the writer uses to explore that question or argument?
5. Pick one interesting passage that you do not understand and bring it to class for discussion.

Your responses will be used for class discussion and fuel your writing assignments. They should not take long, but they should be well thought out and relevant to the reading.

LEARNING OUTCOMES

By the end of this class, students should be able to do the following:

- Engage critically and dialogically with source material and with multiple communities
- Compose college level writing and communicate ideas orally in conversation with a larger community
- Utilize effective strategies for revising and editing
- Collaborate with texts and peers to produce effective and engaging writing

ETIQUETTE AND EXPECTATIONS

- You are required to bring the readings for class, along with your Annotation Notebook to class, along with any other assigned materials, each day. It is important that you be able to refer back to the text and pull out key ideas directly in our discussions.
- I do allow laptops and tablets but only for school work. If I feel that you are not paying adequate attention and participating fully in class discussions, I will dock participation points.
- Cellphones must be turned off during class. Use of a cellphone for *any* purpose will result in a lower participation grade.

- You are expected to be *active listeners* in this class. Show your engagement with the course material and in class discussions by looking interested, taking notes, and asking questions.
- Please be in your seats and ready for class on time. I will make sure to end class on time each day, so do not start packing up or shuffling papers before class ends. It can be disruptive to your fellow students and to me.
- Consider all communication directed to me – or any professor – as a professional correspondence. Compose them accordingly:
 - Write in complete sentences with appropriate punctuation. They should not look like text messages or informal emails to friends.
 - Proofread.
 - Be mindful of tone. Written correspondence often comes off as more brusque than intended. Adjust your writing to assure professionalism and politeness.
 - Do not ask questions about information you can easily find on your own. In particular, there is no need for any teacher to repeat information from the syllabus.

PLAGIARISM

Through imitation, you can learn the forms, methods, and conventions utilized by writers and their discourse communities. The words and phrases used by the writer, however, are their own. Any copied wording or phrasing or any repeated passages that are not properly quoted and cited will be considered plagiarism, resulting in a 0 on the paper in question. Do not hesitate to speak with me if you have any questions regarding this matter. Please keep in mind:

- Any source consulted must be included on your Works Cited page, even if you have not quoted it directly.
- All paraphrased and summarized information must be distinct from the material paraphrased or summarized and must be cited correctly, including an in-text citation.
- Most of what can be found directly online will not qualify as a reputable sources. We will discuss source viability further in class.

Please consult the university policy on academic dishonesty for more information.

PROVISIONS FOR DISABILITIES

If you have or think that you may have a disability and therefore need some support, you are encouraged to contact Disability Services, which is for students with all disabilities including learning, mental health, and physical disabilities. Services are confidential and there is no charge to students.

SEXUAL HARASSMENT AND VIOLENCE

Sexual harassment is one type of sex discrimination under Title IX, United States Education Amendments of 1972. The U.S. Department of Education's Office for Civil Rights (OCR) states that sexual harassment is any unwelcome conduct of a sexual nature. Sexual Violence is a severe form of sexual harassment. Some examples of sexual violence include threatening someone into unwanted sexual activity; sexual contact with someone who is drunk, drugged, unconscious, or otherwise unable to give a clear, informed "yes" or "no"; and rape or attempted rape. For more examples, visit the Office of Gender Equity website. Under Title IX, responsible employees cannot ensure confidentiality. Responsible employees must report any instance or disclosure of alleged sexual harassment. If you would like to speak to someone confidentially about your options regarding something you have experienced or witnessed, please contact: The Office of Gender Equity, confidential resource that provides information about options regarding University policies and procedures to potential complainants of gender--based discrimination, sexual violence, stalking, dating, violence, or intimate partner violence.