

Muir College Writing Program 40

- Fall 2016 -

In which you will learn to read, deconstruct, and analyze the kinds of arguments that comprise the various disciplines and fields of a liberal-arts education. Your own writing here will engage in analysis and synthesis of others' arguments — acknowledging how and why written arguments vary from discipline to discipline — as well as taking initial steps toward crafting and defending your own.

DATA

This syllabus pertains to the following sections only:

- **Section 037** (875669): **12:30 p.m. T/Th @ HSS 1128B**
- **Section 034** (875666): **2 p.m. T/Th @ HSS 2333B**

Instructor: Thomas Conner

Email: tconner@ucsd.edu (*Subject line of ALL emails MUST contain "MCWP"*)

Office: HSS 2346 (the MCWP main office) #4

Office hours: **2-3 p.m. Tuesdays & Thursdays** or by appointment

Required texts (available at the Price Center UCSD Bookstore):

- MCWP 40 Reader for Fall 2016: *Immigration, Assimilation, and Acculturation*.
- Hacker, Diana, and Nancy Sommers. *A Writer's Reference with Resources for Multilingual Writers and ESL and Writing about Literature* 8th edition. Bedford-St. Martin's, 2016.
- Nović, Sara. *Girl At War*. Random House, 2016.

Grading: Muir 40 is taken for a letter grade only. You must complete all assigned work and participate in all course activities in order to receive a passing grade in the course. Failure to do so will affect your grade negatively. Course grade breakdown is as follows:

- **Paper #1:** Analysis (including drafts, workshops, and activities) 20%
- **Paper #2:** Synthesis (including drafts, workshops, and activities) 30%
- **Paper #3:** Fiction Analysis (including drafts, workshops, and activities) 40%
- **Portfolio Reflection** 5%
- **Participation** 5%

LOGISTICS

Writing Responses: Informal responses are sometimes required throughout the quarter. Writing responses may be written in and outside of class. The intention of these assignments is to engage in the critical analysis of texts and to develop possible connections between class discussions and the texts. It is important that you develop your own critical responses.

Workshops: Since this is a writing class, part of the class will be devoted to workshopping your writing assignments. In order to receive credit for this part of the class, you must bring drafts of your assignment(s) to class at appointed times for workshopping with your peers. Also, you must give your peers concrete suggestions for improving their work.

My written feedback: As per MCWP department policy, I will give you written feedback on only the *first* and *final* drafts of each assignment. In between, you should make the most of the peer review workshops we have in class, as well as seek help from the Writing and Communications Hub or OASIS. Do not email drafts to me, asking me to “look them over.” You may bring drafts of your writing to my office hours for discussion. This feedback policy is designed to support you as a writer while encouraging you to develop your abilities as an independent writer and reviser of your own work.

Portfolio: You are responsible for keeping all copies of all pieces of writing submitted throughout the quarter, as well as back-up copies. If an assignment is lost or missing, you are responsible for replacing it. At the end of the quarter, you will submit your final portfolio, which includes all completed assignments (including all drafts with comments on them).

Delivery of assignments: Follow these instructions, as well as any additions or amendments announced in class, to deliver your work for discussion and grading. The slightest deviation of failure here can adversely affect your grade. Each draft of each assignment must be delivered in two separate ways: (1) uploading an electronic copy to Turnitin via TritonEd before class time, and (2) bringing printed copies to classes (see the prompt) for workshopping. (Turnitin.com is an online database that checks your paper for matches with websites, other papers, etc. Failure to submit your papers to Turnitin will result in an F for the course.) A late paper immediately results in the lowering of the grade by one-third, plus one-third more for each 24-hour period beyond that; after three days, the assignment will receive an F. Late drafts will not receive comments.

Email: Check your ucsd.edu inbox and TritonEd daily for course announcements. I only respond to emails sent from your ucsd.edu account. If contacting me by email, use appropriate email etiquette and a professional tone. Contact me by email for quick questions and scheduling only; for in-depth discussions or revision work, come to office hours. I respond to emails within 24 hours, except on Saturdays. By university policy, I am not allowed to discuss grades via email; come to office hours to discuss any grade concerns.

Office hours: Drop-in office hours are a time when you can come to my office to seek individual help with course material (readings, concepts, etc.) and assignments. You are encouraged to come by. However, office-hour meetings generally only last about 10 minutes, so make sure you have *specific questions* or sections of your paper in mind that you would like help with. ***What “by appointment” means:*** I expect you to plan your time so that you can come to my regular office hours. However, if you have a legitimate, unavoidable conflict (i.e., class or work) that coincides with my office hours, you may contact me to make an alternate time to meet. When writing to request an appointment, email me at least two days in advance and provide me with all your available times.

Disability Accommodations: If you require accommodations for a physical or learning disability or medical condition, please contact me early in the quarter so we can arrange ahead of time to accommodate your classroom or assignment needs. You must also register with the Office of Students with Disabilities (OSD) and obtain a current Authorization for Accommodation (AFA) letter. This letter is required for me to approve your accommodation requests, and I must receive it in advance of when the accommodations are needed. For more information about OSD, visit: <http://disabilities.ucsd.edu/>

CONDUCT

Attendance: If you miss more than two classes, you will not pass the class. If you are late twice by more than 10 minutes, it will count as an absence. Absent students must turn in assignments on time to my mailbox inside the MCWP office doors or the black drop box outside the office.

Participation: Participation means asking questions and providing feedback. It means being here in *body* but also being present in *mind* — alert, focused, paying attention and, most importantly, actively contributing to everyone’s learning. It means being prepared to discuss the assigned texts, which means reading them. If you do not participate in class, you will be counted as absent.

Respect: Be respectful to classmates and your instructor. Any comments or actions that instigate or contribute to a disrespectful or hostile environment in the classroom will not be tolerated. Any individual who, as a result of their words or behavior, silences their classmates will be held accountable. Silence all electronic devices. Do not check email or text messages in class.

Academic Integrity: Plagiarism is strictly prohibited. In general, plagiarism is defined as failing to cite quotations and borrowed ideas, to enclose borrowed language in quotation marks, and to put summaries and paraphrases into your own words. Plagiarism also refers to quotations and ideas from web sources. Students are expected to do their own work as outlined in the UCSD Policy on Academic Integrity, including the translation of work written in a language other than English. Also, it is against the policy to “recycle” a paper written for one course and turn it in for credit in another course, including any Muir Writing courses. All cases of suspicious, inappropriate, or academic misconduct are subject to disciplinary action. See “Avoiding Plagiarism” in the Reader Appendix — and when in doubt, ask.

Online Course Evaluations: Each MCWP student is asked to complete an online Course Evaluation at the end of the term. A link to the evaluation, along with instructions for accessing and completing the evaluation, will be emailed to your ucsd.edu account. Print the Confirmation Page (the final page of the online evaluation) and submit it as part of your portfolio.

SCHEDULE

(as always, subject to changes both minor and radical)

Week 0

Thursday 09.22 *In class:* Welcome! Discussion of class expectations, syllabus details, argument basics, and reading methods. Introductions.

Week 1

Tuesday 09.27 *Before class:* Purchase all course texts. Read “Making Good Arguments: An Overview” [READER: Appendix] and A1-a through A4-h [*A Writer’s Reference (AWR)*]; section E is optional. *In class:* Overview of arguments and analysis. Discuss academic integrity policy. Writing diagnostic exercise.

Thursday 09.29 ***Before class:*** Read and locate the claims, reasons, and evidence in “Americanization” [READER]; make an outline of the argument. Read A1 and A2 [AWR].
In class: Discuss readings, analysis vs. summary, and warrants. Introduce Paper 1 prompt.

Week 2

Tuesday 10.04 ***Before class:*** Read and locate the claims, reasons, evidence, and warrant in “The Complexities of Identities” [READER].
In class: Discuss readings. Discuss approaches to Paper 1.

Thursday 10.06 ***Before class:*** Read then locate the claims, reasons, evidence, and warrant in “The Framing of Immigration” [READER].
DUE: Paper 1/Draft 1 (2-3 pgs., bring 2 copies to class)
In class: Workshop Paper 1/Draft 1

Week 3

Tuesday 10.11 ***Before class:*** Read C2-C4 [AWR]. Read “Conclusion” [READER]; make reading notes and an outline of the argument.
In class: Discuss the Reader and AWR readings assignment.

Thursday 10.13 ***Before class:*** Read MLA-1 [AWR]. Read “Transnational Migrants” [READER]; make reading notes and an outline of the argument. Revise Paper 1.
DUE: Paper 1/Draft 2 (3-4 pgs., bring 2 copies to class)
In class: Workshop Paper 1/Draft 2. Discuss readings and grading rubric.

Week 4

Tuesday 10.18 ***Before class:*** Revise Paper 1/Draft 2. Read “Should Immigrants Assimilate?” [READER]; make reading notes and an outline of the argument.
DUE: Paper 1/Final Draft (3-4 pgs. plus Works Cited, bring 1 copy to class)
In class: Reflection on the process of writing the paper. Discuss reading. Go over Paper 2 prompt.

Thursday 10.20 ***Before class:*** Read MLA 3C [AWR]. Read “Debating Immigration: Are We Addressing the Right Issues?” [READER]; make reading notes and an outline of the argument.
In class: Discuss synthesizing sources and conference expectations. Conference sign up.

Friday 10.21 ***DUE: Paper 2/Draft 1 (uploaded by 4 p.m.)*** (3 pgs., no hard copies necessary)

Week 5

Individual conferences, Round One

Classes do not meet this week. There will be no regular office hours.

Each student will meet with me individually for 20 minutes. In these meetings, we will discuss your current draft and any questions you have regarding the course and upcoming work. These conferences are meant to be helpful and informative for you, and we will spend most of the time talking about your own writing. Come prepared with paper, pen, questions, and concerns. A missed conference is considered an absence.

Before conference: Prepare a list of topics you wish to discuss during your conference.

My conference is _____ @ _____
(day) (time)

Week 6

Tuesday 11.01

Before class: Revise Paper 2. Read *Girl At War*, Sections 1 and 2; take reading notes that include page numbers, focusing on plot points and any motifs that seem important or interesting to you.

DUE: Paper 2/Draft 2 (4-5 pgs., bring 2 copies to class)

In class: Workshop Paper 2/Draft 2. Discuss synthesis, and MLA 4-5.

Thursday 11.03

Before class: Continue reading the novel. Continue revising Paper 2/Draft 2.

In class: Continue to workshop Paper 2/Draft 2. Discuss the revision process.

Week 7

Tuesday 11.08

Before class: Finish revising Paper 2/Draft 2. Continue reading the novel.

DUE: Paper 2/Final Draft (5-6 pgs., bring 1 copy to class)

In class: Reflection on the writing process. Discuss Paper 3 prompt and writing an analysis of fiction.

Thursday 11.10

Before class: Read “Writing About Literature” [*AWR*]. Finish reading the novel.

In class: Discuss the novel and analysis of fiction. Sign up for your next conference.

Friday 11.11

DUE: Paper 3/Draft 1 (uploaded by 4 p.m.) (3-4 pgs., no hard copies necessary)

Week 8

Individual conferences, Round Two

Classes do not meet this week. There will be no regular office hours.

Before conference: Prepare a list of topics you wish to discuss during your conference.

My conference is _____ @ _____
(day) (time)

Week 9

Tuesday 11.22

Before class: Read “Writing About Literature” [*AWR*]. Revise Paper 3/Draft 1.

DUE: Paper 3/Draft 2 (5-6 pgs., bring 2 copies to class)

In class: Workshop draft 2. Discuss “Writing About Literature” [*AWR*].

Thursday 11.24

No class — Thanksgiving!

Week 10

Tuesday 11.29

Before class: Revise Paper 3/Draft 2.

DUE: Paper 3/Draft 3 (8-9 pgs., bring 2 copies to class)

In class: Workshop Paper 3/Draft 3. Discuss Portfolio Reflection assignment. Sort materials for your portfolio. Begin working on the Portfolio Reflection.

Thursday 12.01

Before class: Revise Paper 3/Draft 3.

In class: Work on the Portfolio Reflection. Collect and bring all class materials for your portfolio.

Friday 12.02

DUE: Paper 3/Final Draft and Portfolio Reflection (both uploaded by 2 p.m. and hard pages delivered to the MCWP office before 2 p.m.; attach the tunitin.com receipts to the backs of your final drafts). Write, sign, and date the Integrity Pledge on the last pages of both papers.