

Course objectives:

At the successful conclusion of WRIT 1301, students will learn to:

Develop a process of writing

- control prewriting and planning strategies to arrive at a focused topic
- produce an outline or prospectus for a researched paper
- craft thesis statements that indicate a clear position on a topic and tie the paper together
- develop a topic through clearly structured paragraphs and the whole paper so that ideas are fully explained, assertions are backed up, supporting evidence is sufficient and claims are credible
- through the sequence of assignments, develop a body of knowledge and growing perspective on a topic

Explore diverse contexts and styles of reading and writing

- communicate their ideas and those of others to specific audiences
- write in appropriate academic genres and computer media to communicate with different audiences
- make choices in their own writing and articulate other options

Practice disciplines of research and study

- identify an author's audience, purpose, argument, and assumptions (i.e., critical reading) in an analysis paper or class discussion
- locate and evaluate relevant scholarly and popular sources on a research topic using library resources
- properly and ethically use MLA or APA documentation format for in-text and external bibliographic citations of scholarly, popular, and electronic sources
- consistently follow standards of written, edited English

Texts:

- Course Packet (Available at Paradigm Copies, 720 Washington Ave SE)
- Hacker, Diana. *A Pocket Style Manual*. 5th edition. Boston: Bedford/St. Martin's, 2010, 2008. ISBN: 0-312-66480X (Available at University of Minnesota Bookstore, Coffman Union)

NB: The course packet is a photocopy of the unfortunately out-of-print *Esquire's Big Book of Great Writing*, ed. Adrienne Miller, New York: Hearst Books, 2003. ISBN: 1588162982. A few copies of the book (used and new) are floating around the internet, and would serve as a suitable alternative to the course packet.

Students may spend up to \$10 photocopying or printing drafts.

Students are responsible for knowledge of all policies contained in this syllabus.

Workload:

Students can expect to spend an average of eight hours per week on this course outside of class time. Expect at least 50 pages of reading most weeks, but keep in mind that the reading load will fluctuate from week to week.

Course Schedule:

(Course schedule is subject to change. NB: All readings should be completed *before* the class for which they are assigned)

- Week 1* **Tuesday, September 6**
 Introductions, Discuss Syllabus, Thursday's Reading
- Thursday, September 8**
 Discuss Reading, History of *Esquire* Magazine
 Read: F. Scott Fitzgerald, "The Crack-Up" (*Esquire* 3-17)
Be sure to post on Moodle by 5 PM on Wednesday
- Week 2* **Tuesday, September 13**
 Discuss Reading, Close Reading Assignment
 Read: Dave Eggers, "Long Live the Career Smoker" (*Esquire* 47-65)
- Thursday, September 15**
 Discuss Reading, Clarity
 Read: James Baldwin, "Fifth Avenue, Uptown" (*Esquire* 31-40)
 Ralph Ellison, "The Golden Age/Time Past" (*Esquire* 111-22)
 "Clarity" (Hackett 1-19)
- Week 3* **Tuesday, September 20**
 Discuss Reading, Peer Review
 Read: Simone de Beauvoir, "Brigitte Bardot and the Lolita Syndrome"
 (*Esquire* 123-37)
Due: Close Reading Rough Draft
- Thursday, September 22**
 Peer Review
- Week 4* **Tuesday, September 27**
 Discuss Reading
 Read: Donald Barthelme, "Let's Hear It for the Ed Sullivan Show!"
 (*Esquire* 41-6)
 John Cheever, "Moving Out" (*Esquire* 93-8)
 Joan Didion, "Holy Water" (*Esquire* 198-203)
Due: Close Reading Final Draft

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Thursday, September 29

Discuss Reading, Argument Assignment

Read: Gloria Steinem, "Mrs. Kennedy at the Moment" (*Esquire* 137-51)*Week 5***Tuesday, October 4**

Discuss Reading, Punctuation

Read: Norman Mailer, "Superman Comes to the Supermarket"
(*Esquire* 399-432)
"Punctuation" (Hackett 57-78)**Thursday, October 6**

Discuss Reading

Read: Martin Amis, "Phantom of the Opera" (*Esquire* 374-85)**Due: Argument Rough Draft***Week 6***Tuesday, October 11**

Peer Review

Thursday, October 13

Discuss Reading

Read: John Leonard, "Hi, This Is Marcel Proust, Reporting from the
Hamptons" (*Esquire* 293-307)**Due: Argument Revised Draft***Week 7***Tuesday, October 18**

Discuss Reading, Mechanics

Read: Tom Wolfe, "There Goes (VAROOM! VAROOM!) that Kandy-
Kololed (THPHHHHHH!) Tangerine-flake Streamline Baby
(RAHGHHHH!) Around the Bend
(BRUMMMMMMMMMMMMMMMMM) ..."
(*Esquire* 321-48)
"Mechanics" (Hackett 79-90)**Thursday, October 20**

Discuss Reading, Researched Argument Assignment

Read: Terry Southern, "Grooving in Chi" (*Esquire* 386-98)**Due: Argument Final Draft***Week 8***Tuesday, October 25**

No Class: Student Conferences

(Research Proposal Due at Conference)**Thursday, October 27**

No Class: Student Conferences

(Research Proposal Due at Conference)*Week 9***Tuesday, November 1**

Library Research Workshop (bring a laptop if you have one!)

Read: "Research" and "MLA Papers" (Hackett 91-154)

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Thursday, November 3

Discuss Reading

Read: Gore Vidal, "A Distasteful Encounter with William F. Buckley, Jr." (*Esquire* 539-60)**Due: Annotated Bibliography***Week 10***Tuesday, November 8**

Discuss Reading

Read: Gay Talese, "Frank Sinatra Has a Cold" (*Esquire* 583-622)**Thursday, November 10**

Discuss Reading

Read: Greil Marcus, "Bill Pullman's Face" (*Esquire* 279-82)**Due: Researched Argument Rough Draft***Week 11***Tuesday, November 15**

Peer Review

Thursday, November 17

Discuss Reading

Read: Orson Welles, "Twilight in the Smog" (*Esquire* 191-7)François Truffaut, "Is Truffaut the Happiest Man on Earth?" (*Esquire* 204-12)**Due: Researched Argument Revised Draft***Week 12***Tuesday, November 22**No Class: Watch *F for Fake*, dir. Orson Welles (1973) on your own time (Available on reserve at Walter SMART Learning Commons, and on Netflix)**Thursday, November 24**

No Class: Happy Thanksgiving!

*Week 13***Tuesday, November 29**

Student Presentations

Thursday, December 1

Discuss Pastiche Essay, Student Presentations Continued

Due: Researched Argument Final Draft*Week 14***Tuesday, December 6**

Discuss Reading

Read: David Foster Wallace, "Tennis Player Michael Joyce's Professional Artistry as a Paradigm of Certain Stuff about Choice, Freedom, Limitation, Joy, Grotesquerie, and Human Completeness" (*Esquire* 659-703)

Thursday, December 8

Peer Review

Due: Pastiche Essay Rough Draft

Week 15

Tuesday, December 13

Last Day of Class Celebration, Evaluations

Due: Pastiche Essay Final Draft

NB: There is no final exam for this course.

Assignments and Grades:

Close Reading	15% (3-5 pages)
Argument	20% (4-6 pages)
Researched Argument	35% (6-8 pages) (Final Essay: 20% Proposal: 5% Annotated Bibliography: 5% Presentation: 5%)
Pastiche Essay	15% (3-5 pages)

Participation: 15% (Includes such items as discussion, peer review and other group work, informal writings, library research and Moodle posts. NB: negative, or disruptive participation may lower your grade.)

NB: Guidelines for written assignments will be distributed over the course of the semester. Please see course calendar for due dates.

- You must turn in all required drafts and revisions. If you do not, you will receive an “F” for that assignment.
- Late assignments will lose one letter grade for every day (i.e. 24 hour period) they are turned in late.
- Keep copies of all your work in a folder dedicated exclusively to this course; back up your work on your computer in case assignments get lost.
- Students can expect assignments returned to them within one week’s time.

The grading policy in this course conforms to CLA guidelines. Therefore a “C” is equivalent to basic fulfillment of requirements; to achieve a grade higher than a “C” a student must perform beyond the basic requirements. Please keep the following scale and criteria in mind:

Grading Scale	A	100 to 93%	A-	92 to 90%	
B+	89 to 87%	B	86 to 83%	B-	82 to 80%
C+	79 to 77%	C	76 to 73%	C-	72 to 70%
D	69 to 60%	F	59 to 0%		

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The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Extra Credit:

Does not exist in this class.

Moodle:

The course website can be accessed at <https://moodle.umn.edu> (or, alternately, through the myU homepage, under the “my Courses” tab. I encourage all students to check this website frequently, as additional course readings, handouts, links, and other materials will be posted here. Additionally, *all students will be required to post one paragraph-length response to the course readings in the student discussion forum by 5:00 PM every Monday and Wednesday* (unless I say otherwise). Participation in online discussion will be factored into the participation grade.

Attendance Policy:

As discussion is an enormous part of this class, attendance at all class meetings and conferences is mandatory. More than two unexcused absences will lower your grade for the course by half a letter (i.e. A- → B+).

Also, don't be late to class.

Use of Personal Electronic Devices in the Classroom:

Mobile phones should always be off in class. If it rings, I'll answer it.

Occasionally, I will allow students to use laptops in class. If I decide to allow such a thing, I will notify you well in advance. If I haven't done such a thing, keep it off.

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University Policies

Incompletes:

A grade of incomplete (“I”) is given only in a genuine emergency, and generally only for work which is due during the last two weeks of the course. The student must make arrangements with the instructor for an incomplete before the last day of class.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>.

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic

dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Plagiarism, representing someone else's intellectual work as your own, will 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 means of inappropriate collaboration;
- written by you for another course, submitted without the permission of both instructors;
- purchased, downloaded, or cut and pasted from the Internet;
- or that fails to properly acknowledge its sources through standard citations.

Remember: if you found it on Google, I can too!!!

Appropriate Student Use of Class Notes:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>.

Sexual Harassment:

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html>.

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

Students are responsible for knowledge of all policies contained in this syllabus.

Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: <http://ds.umn.edu/Students/index.html>.

Mental Health Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Writing Support:

Students can get one-to-one-consultations on any course paper or writing project at Student Writing Support. Student Writing Support has several campus locations, including the main location in 15 Nicholson Hall. See <http://writing.umn.edu/sws/index.htm> for details about locations, appointments, and online consultations.