

Columbia University Writing (C1010.03)

Mondays & Wednesdays 8:40-9:55

607 Hamilton

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Office Hours: Mondays 10:00-12:00 in the Writing Center

Mailbox: 310 Philosophy Hall

Spring 2015

Course Schedule

Date	Progression	What are we doing today?	What's Due?
Wed, Jan 21	1	Intro to University Writing	
Mon, Jan 26		Observations & Claims	
Wed, Jan 28		Interpretive Problems	
Mon, Feb 2		From Questions to Claims	Prog.1 Exploratory
Wed, Feb 4		Structuring an Essay	
Mon, Feb 9	2	Workshop Demo	Prog.1 Formal Draft
Wed, Feb 11		Workshop with Writing Lab Partners	
Mon, Feb 16		Reflections & Transition to Prog. 2	Prog.1 Final Draft
Wed, Feb 18		Meet the Texts	
Mon, Feb 23		Generating Claims	
Wed, Feb 25		Using an Exhibit in a Conversation	Prog.2 Exploratory
Mon, March 2		Workshop with Prog. 2 Exploratory	
Wed, March 4		From the Exploratory to the Formal	Prog.2 Formal Draft
Mon, March 9		Workshop Formal Drafts for Prog. 2	
Wed, March 11		Introduce Prog. 3	Prog.2 Final Draft
Spring Break			
Mon, March 23	3	Library Visit	
Wed, March 25		Workshop Annotated Bib	Prog.3 Annotated Bib
Mon, March 30		Workshop Prog 3	
Wed, Apr 1	4	Topics to Questions	Prog.3 Proposals
Mon, Apr 6		Workshop - Primary	
Wed, Apr 8		From Sources to So What?	Prog.3 Formal Draft
Mon, Apr 13		Workshop - Revision and Polish	
Wed, Apr 15		Introduce Progression 4	
Mon, Apr 20		Audiences	Prog.3 Final Draft
Wed, Apr 22		Self-Directed Exercises for Prog. 4	Prog. 4 Formal Draft
Mon, Apr 27		Understanding the Op-Ed	
Wed, Apr 29		Radically Revising for the Op-Ed	Prog. 4 Final Draft
Mon, May 4		Workshop, Reflections, Goodbyes	Prog. 4 Final Draft

Syllabus

Course Description

University Writing is designed to help undergraduates read and write essays in order to participate in the academic conversations that form our intellectual community. We will give special attention to the practices of close reading, rhetorical analysis, research, collaboration, and substantive revision. Students will learn that writing is a process of continual refinement of ideas and their expression. Rather than approaching writing as an innate talent, this course will teach writing as a unique, learned skill that can be practiced and developed. Over the course of the semester, you will read and discuss texts from a number of fields, complete regular informal reading and writing exercises, write several longer essays, and prepare an editorial for a public audience.

This course will teach good writing in the context of the academic essay. In the class we will read good writing and respond with our own writing. We will be attentive to the experience of a reading a text and getting to know other materials to provoke ideas for our own writing. Since good writing is good thinking we will spend time organizing our thoughts and trying different techniques for putting together essays and papers, as well as editing our own work and the work of other students. This course will emphasize many aspects of writing including research skills, library work, and taking notes. Our class will be dependent on good relationships between students and active discussion. We have the advantage of bring a small group so we will be able to have all kinds of participation (talking, listing, sharing, and editing) from every student.

Note: Your syllabus is a reference document to be frequently consulted. In it you will find course policies, all major due dates, and a schedule of readings. This syllabus is also available on the Courseworks site. To get started, log in to [<http://Courseworks.columbia.edu>].

Requirements

- Complete four revised essays ranging from 750-3000 words, each accompanied by at least one draft. Students must submit all four final essays in order to pass the class.
- Attend and participate in all classes and conferences.
- Prepare reading and writing exercises as assigned.
- Submit all of your writing assignments on Courseworks or by hard copy as instructed.

Assignments

You will do at least three types of writing in this course: exercises, drafts, and final essays. These assignments will connect with one another in a developmental sequence called a progression.

*Exercises: (100-750 words) Exercises will help you develop skills and ideas as you work toward your essay draft.

*Drafts: (750+ words) You will write one or more drafts prior to submitting a final version of your essay for a progression. The stronger the draft at any stage of composing, the more useful will be the feedback you receive.

*Final Essays: (750+ words; must have a title, word count, and a works cited page) A final essay is the most public kind of writing you will produce for this course. Your essay should aim to persuade astute, interested readers who are unfamiliar with the texts you engage; you need to convince them of why your argument is significant.

Exercises: (100-750 words, each) Exercises include any kind of writing that you do in class or on your own to practice skills that you will need for successful completion of the final essay. Exercises are not essays, but each exercise will help you build toward your essay draft. You will do some kind of informal writing every day in class, and a writing exercise will be due for almost every class. This writing includes not only work you do for yourself, but also responses to other students' writing.

Drafts: (750+ words, each) After you have completed a series of exercises, you will prepare an essay draft. Much of the writing you will do in your exercises will be exploratory. By contrast, your draft will represent the very best work you can do at that point. The better your draft, the more useful will be the feedback you will get on it. In this class you will learn ways to improve even the best work you can produce on your own.

Final Essays: (750+ words, depending upon progression) Once you have received feedback on your draft, you will prepare a final essay. Your final essay will likely differ substantially from the previous draft(s) in form, and often in content. A final essay is the most public kind of writing you will produce for this course. Imagine as your readers, astute and interested people who are largely unfamiliar with the texts you consider, who need you to convince them of why your ideas are significant for someone besides yourself.

All final essays should

- develop an idea or argument in a coherent, compelling way.
- have a thoughtful beginning, middle, and end.
- be grammatically correct.
- have a tone appropriate for the intended audience
- demonstrate regard for the essay's aesthetics.

Required Texts

The syllabus, course description, requirements, readings, assignments, and links to resources are available on CourseWorks. <https://courseworks.columbia.edu/>

Additional readings will be assigned from The Morningside Review, morningsidereview.org, which is the journal of selected essays from Columbia's Undergraduate Writing Program.

An up-to-date style manual for current MLA citation formatting conventions. You may purchase a copy for your reference. Here are links to two online versions:

The Bedford style manual: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html

The Online Writing Lab from Purdue University: <https://owl.english.purdue.edu/owl/resource/747/01/>

As a student at Columbia, you can download bibliographic software to your PC or Mac (not yet tablets or phones) that will archive and organize your textual references and generate formatted citations in many formats. You can download one of those programs from CUIT: <http://cuit.columbia.edu/bibliographic-information>

Course Policies

Attendance

The discussion and workshop elements that are at the center of this course cannot be made up, so attendance is vital.

In accordance with Columbia University regulations, there will be distinctions made between excused absences and unexcused absences. *Excused absences* include those due to religious observance, athletic commitments (e.g. away games), illness, and will not incur a grade penalty providing that proper documentation is submitted correctly. In the first two weeks of class, students will also not be penalized if they have been attending a different section of University Writing and elect to change their section. Please see the specific requirements below for how you should document absences you wish to be excused.

Documentation for excused absences

Religious observance: By the fourth class session, send an email to your instructor—copied to your academic advisor—in which you outline all of the dates you will be absent for the semester. Create a plan with your instructor to make up work or reschedule deadlines.

Athletic commitments: Only participation in athletic contests will count as excused absences; practice sessions do not. Prior to any absence, you must submit to your instructor a completed and signed “Columbia University Intercollegiate Athletics Academic Absence Notification Form”

http://www.college.columbia.edu/sites/default/files/intercollegiate_athletic_academic_absence_notification_form.pdf

Illness: A signed doctor’s note is required to excuse an absence. You should bring the note to class on the day you are able to return. It is also advisable—if you are able—to contact your instructor by email in order to alert him or her that you will be unable to attend class.

Section changes: If you change your section of University Writing in the first two weeks of class, you must provide your new instructor a completed and signed “University Writing Attendance Confirmation” form. Please see Mr. John Stobo in the Undergraduate Writing Program office, 310 Philosophy Hall, for a copy of the form.

All other absences, including those due to late registration, are considered *unexcused*. Unexcused absences will be penalized according to the chart below. Please also note the Lateness policy in the next section to understand how latenesses count towards your total number of absences.

More than six unexcused absences will result in an automatic F course grade.

<u>Number of absences</u>	<u>Grade Penalty</u>
1-3	You may incur 1/3 of a letter on the final grade for the progression per absence.
4	1/3 of a letter, course grade
5	full letter, course grade
6	2 full letters, course grade
7	F or UW, course grade

Lateness

Lateness is disruptive to the entire class. If you arrive once class is underway or depart before the class session has ended, you will be marked as late. *Two latenesses count as one absence in calculating your final course grade.*

Conferences and Office Hours

You will have at least two 20-30 minute conferences with me during the semester, although I may require more. These conferences give you the opportunity to discuss your ideas, to work through your drafts, to prepare for presentations, or to revise your essays. You are welcome to come and see me in office hours or by appointment to discuss any aspect of the course.

Assessment and Response

All of the writing you submit on time for this class will receive some sort of written response from me and/or your classmates. While writing exercises and preliminary drafts will not receive grades, they will be important for your development as a writer and thinker, and you are expected to complete them all.

During the first three progressions, I will write marginal comments and typed end-comments to one preliminary draft as well as your final draft. For your final progression, you will receive end-comments on your final draft that respond to the essay as well as your development over the course of the semester. My comments are designed to help you assess your draft and prioritize goals for the next stage of your writing. Just as important, my comments will offer you practical strategies designed to further your ongoing development as a writer. If you have any questions about my comments, please make an appointment with me to review them.

Essay Grading

Each final essay for the progression will receive a letter grade from A (or A+) to F. Your final course grade will be computed on the 4.0 scale. Each letter grade signifies the following:

“A” essays not only fulfill the goals of the progression, but push beyond those goals in surprising ways. This is more likely to be possible when the writer has found something compelling to write about and has taken great care to attend to his or her language and form. A essays reflect excellence and artistry.

“B” essays come in two basic varieties: the “solid B” and the “striving B.” The solid B is a good, competent paper. The striving B may excel in certain areas, but it is sufficiently uneven to preclude it from receiving an A. B essays reflect superior understanding of the progression’s goals.

“C” essays reflect struggle in fulfilling the progression’s goals. This kind of essay may show a fair amount of work, but it does not come together well enough to be a competent paper.

“D” essays may appear to have been hastily written, incomplete, or thrown together.

“F” essays fail to meet the minimum level of expectations for the progression.

Late and Missed Assignments, Drafts, and Final Essays

I will not accept any late exercises, and I will not give extensions for typical problems such as computer and printer crashes, conflicts with other course assignments or extracurricular activities, oversleeping or other personal difficulties. If your essay draft is late, I will respond to it if I can, but I will not extend your revision time, making it much harder for you to do well on the essay.

If you do not hand in a preliminary draft at least 48 hours to the deadline for the final draft, your final essay grade will be lowered by one whole grade (e.g. from a B to a C). Your grade on the final essay will be lowered by 1/3 (e.g. from a B- to a C+) beginning the minute after the deadline. The grade will continue to go down by a third every 24 hours until the essay is submitted. All work must be submitted to Courseworks and by hardcopy by the deadline in order to be considered on time. Failure to submit the final draft of any essay by the end of the semester will result in an automatic failure for the course.

Final Grades

Your course work for the semester will be weighted as follows:

Progression 1:	
One-text essay (Critical Response) (1500-1800 words)	20%
Progression 2:	
Conversation Essay (1800-2100 words)	25%
Progression 3:	
Research Essay (2500-3000 words)	35%
Progression 4:	
Editorial Essay (750-1000).	20%
TOTAL:	<hr/> 100%

Participation

There is no separate grade for participation. In rare cases I may adjust a final grade up or down by one-third of a letter grade to account for exceptional participation or lack of participation—i.e. chronic lateness, missed conferences, or lack of preparation for class. A normal level of participation will receive no adjustment.

Academic Integrity

University Writing will provide you with strategies for working ethically and accurately with the texts you engage and fulfilling the Columbia Undergraduate Honor Code

[<http://www.college.columbia.edu/ccschonorcode>]. We will discuss source use practices that prevent plagiarism, a serious academic offense that runs counter to our academic community's core values of honesty and respect for others. Here is a partial list from the *Columbia University Undergraduate Guide to Academic Integrity* [<https://www.college.columbia.edu/academics/academicintegrity>] of some of the forms plagiarism can take:

- “Verbatim copying without acknowledgement – copying a whole paragraph or larger sections; in effect, claiming that the writing is your own.”
- “Copying select phrases without acknowledgement – using your own words to pad the selectively copied words of others.”
- “Paraphrasing text without acknowledgement – rewriting text in your own words, but using the idea or argument as your own.”
- “Using data gathered by another, claiming it as your own – even if you submit an analysis of the data that is yours alone.”

Final drafts that contain plagiarism will receive a zero, may result in failure of the course, and the case will be reported to the director of the Undergraduate Writing Program and the Office of Judicial Affairs and Community Standards [<http://www.studentaffairs.columbia.edu/judicialaffairs/index.php>]. That office initiates the dean's discipline process and determines whether to apply sanctions, which range from a warning to expulsion from the university.

The Writing Center

I encourage you to visit the Writing Center [www.college.columbia.edu/core/uwp/writing-center], where you can receive free individual consultations on your writing at any stage in the writing process, including brainstorming. Writing consultants work with all members of the Columbia community on any academic or nonacademic writing. You can make an appointment and view drop in hours on their website.

Other Support Services

Accommodations for Students with Disabilities

Columbia University provides students who register with the Office of Disability Services (ODS) [<http://www.health.columbia.edu/ods/news/ds-programs.html>] with a range of support options and will provide you with a letter stating the accommodations to which you are entitled, without disclosing any other information about you. If you know or believe you have a disability of some kind, please consult with Disability Services and your advising dean as soon as possible; University Writing instructors need official documentation from the ODS in order to provide accommodations, and we cannot make retroactive accommodations.

The Office of Counseling and Psychological Services

(CPS) [<http://www.health.columbia.edu/cps/index.html>] provides many kinds of support for student wellness and academic success.

Course Calendar

Wed, Jan 21: Introduction to University Writing

Homework: Read Seed Text for “Writing and Thinking.”

Orwell, George. “Politics and the English Language.” Spring 1946.

<https://www.mtholyoke.edu/acad/intrel/orwell46.htm>

Mon, Jan 26: Observations & Claims

Homework: Select two sections of interest from the seed text

Read the Student Essay for “Writing and Thinking.”

Research: Morningside Review Essays in Critical Response Section

Wed, Jan 28: Interpretive Problems

Homework: Prog. 1 Exploratory Draft

Mon, Feb 2: From Questions to Claims

Homework: Reverse Outlines

Wed, Feb 4: Structuring an Essay

Homework: Prog. 1 Formal Draft

Mon, Feb 9: Workshop Demo

Due today: Prog. 1 Formal Draft

Homework: Improved Prog. 1 Formal Drafts with Letters

Wed, Feb 11: Workshop with Partners

Homework: Prog. 1 Final Draft

Mon, Feb 16: Reflections and Transition to Prog. 2

Due today: Prog. 1 Final Draft

Wed, Feb 18: Meet the Texts

Homework: Read Seed Texts for “Technology in Context.”

Collins,

H. M., & Pinch, T. J. (1998). *The Golem at Large: what you should know about technology*. Cambridge:

Cambridge University Press. Chapters 1 & 2. (Available on Courseworks in Resources)

Winner, L. (1986). “Do Artifacts Have Politics?” *The Whale and the Reactor: A Search for Limits in an Age of High Technology*. Chicago: University of Chicago Press. (pp. 19-39).

http://monoskop.org/images/d/da/Winner_Langdon_The_Whale_and_the_Reactor_The_Search_for_Limits_in_an_Age_of_a_High_Technology.pdf (Note that this is the entire book: you are only required to read pages 19-39).

Mon, Feb 23: Generating Claims

Homework. Read Exhibits Examples

Diamond, J. (1997, April). *The Curse of QWERTY*. From Discover:

<http://discovermagazine.com/1997/apr/thecurseofqwerty1099>

David, P. A. (1985, May). *Clio and the Economics of*

QWERTY. <http://www.econ.ucsb.edu/~tedb/Courses/Ec100C/DavidQwerty.pdf>

Wed, Oct 8: Using an Exhibit in a Conversation

Homework: Prog. 2 Exploratory Draft

Read and Watch: Phillip Lopate on the Essay

<http://morningsidereview.org/essay/phillip-lopate-on-making-your-essay-your-own-2/>

Mon, Feb 25: Workshop with Prog. 2 Exploratory Draft

Due today: Prog. 2 Exploratory Draft

Homework: Prog 2. Formal Draft

Wed, Mar 2: From the Exploratory to the Formal

Homework: Prog 2. Formal Draft

Mon, Mar 4: Engaging Interdisciplinary Texts

Due today: Prog 2. Formal Draft

Wed, Mar 9: Workshop Formal Drafts for Prog. 2

Homework: Prog. 2 Final Draft

Mon, Mar 11: Advancing the Intellectual Conversation

Due today: Prog. 3 Proposal

Introduction to Prog. 3

Due today: Prog. 2 Final Draft

Homework. Read Seed Texts for “The Art and Science of Observation”:

Scudder, Samuel H. "Learning to See." *Science and its Ways of Knowing*. Ed. Hatton, John. Upper Saddle River, NJ: Prentice Hall, 1997. (Available on Courseworks in Resources)

Daston, Lorraine, and Peter Galison. "The Image of Objectivity." *Representations* 40 (1992): 82-128.

<http://www.nyu.edu/classes/bkg/methods/daston.pdf>

SPRING BREAK

Mon, Mar 23: Library Visit

Homework: Prog. 3 Annotated Bibliography

Wed, Mar 25: Workshop Prog. 3 Annotated Bibliography

Homework: Prog. 3 Proposals

Mon, Mar 30: Workshop Prog 3. Proposals

Due today: Prog. 3 Annotated Bibliography and Proposals

Wed, Apr 1: Workshop – Revision and Polish

Due today: Prog. 3 Formal Draft

Mon, Apr 6: Workshop- Primary

Wed, Apr 8: From Sources to So What?

Homework: Prog. 3 Formal Draft

Mon, Apr 13: Workshop – Revision and Polish
Homework: Prog. 3 Final Draft

Wed, Apr 15: Introduce Progression 4
Homework: Prog. 3 Final Draft
Research: The Op-Ed Project. <http://www.theopedproject.org/>
Read: Waldron, Vincent. “The Kill Factor.” 2012-2013.
http://morningsidereview.org/tmr_author/waldron-vincent/

Mon, Apr 20: Audiences
Due today: Prog. 3 Final Draft

Wed, Apr 22: Self-Directed Exercises for Prog. 4
Due today: Prog. 4 Formal Draft

Mon, Apr 27: Understanding the Op-Ed

Wed, Apr 29: Radically Revising for Op-Ed
Homework: Prog. 4 Final Draft

Mon, May 4: Workshop Reflections & Goodbyes
Due Today: Prog. 4 Final Draft

