

## **UCOR 101C: Thinking and Writing Across the Curriculum**

Duquesne University

Fall 2015, Section #20, 9:25-10:40am, TR, Location: 313 Libermann Hall

Fall 2015, Section #7, 1:40-2:55pm, TR, Location: 104 College Hall

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Office Hours: TR, 10:40am-12:10pm

### **Engendering Rhetoric: Love and Violence in Media and Culture**

In discussions of gender, one of the most foundational controversies is whether gender is biological or socially constructed. Essentially, is it nature or nurture? Obviously, there are aspects of gender that are biological at least in terms of physical anatomy, and those aspects of gender are often referred to as “sex.” However, the idea of “gender” refers to cultural standards that have come to define what it means to be a man or a woman—often standards that have nothing to do with biology. While we don’t often think of issues of gender related to love, the social structure of the United States is one that invests in a “heteronormative” idea of love. Economic and patriarchal power structures reinforce the idea of male/female love as a mechanism of control. Often, we think of our gendered identity as part of our figuration as unique individuals; however, we subconsciously internalize much of that identity through representations of men and women as well as love in culture, popular culture, and the media. Considering our work with The Center for Victims in AMOR, this course examines the various representations of gender in media culture, especially sexual assault, rape culture, domestic violence, femininity, masculinity, and sexuality. By the end of the semester, you will be able to look past the lens of media and cogently write about the ways gender and sexuality function in culture. In essence, we will examine the rhetoric of gender and love and the ways media and popular culture continue to perpetuate certain norms.

### **The Basics**

Thinking and Writing across the Curriculum is the most important course you will take in college. Not only does this class prepare you for the writing you will be required to do over the next four years, it will also prepare you to manage your time, read critically, produce professional-quality work, and move your mindset from high school to college. There is a great deal of reading and writing in this class. Students who receive an A in this class have really earned it.

### **Note on the Syllabus:**

Your syllabus is your lifeline to this course. It includes all the policies, schedule of work, and the majority of the assignments for the semester. You should bring a copy to EVERY class. If you should lose your copy, you can print off a new one from our blackboard page.

### **Required Course Texts and Materials**

- Graff, Gerald and Cathy Birkenstein, Eds. *They Say/I Say: The Moves That Matter in Academic Writing*. New York: W.W. Norton and Co, 2014. (ISBN: 9780393935844)
- Trier-Bieniek, Adrienne and Patricia Leavy, Eds. *Gender and Pop Culture: A Text-Reader*. Boston: Sense Publishers, 2014. (ISBN: 9789462095731)
- Access to electronic texts on the internet or via Blackboard
- 1 Television Episode or Movie, which can be purchased at Amazon or the iTunes store
- Copies of your own work, which will be shared with your fellow classmates

- Any additional material placed on e-reserves, given out in class, e-mailed, or Blackboard
- Printing costs for a significant amount of reading and paper printing
- One-2 pocket folder for your Final Portfolio

## **Course Learning Outcomes**

### Critical thinking

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

### Rhetorical knowledge

- Students will use the concepts of the rhetorical triangle in the analysis of writing
- Students will understand the difference between an arguable claim and an unarguable claim
- 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

- 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
- 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
- Students will learn to identify errors in standard written English that they make and how to correct those errors
- Students will learn to locate and use sources on the basic concepts of usage and mechanics
- Students will demonstrate an understanding of the rhetorical importance of sentence-level issues

### Research and Ethics

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

## **AMOR Learning Objectives**

- To assess how ideologies, social status, religion, gender, and race shape the meanings of love.
- To analyze representations of love in literature, mythology, rhetoric, religious discourse, and art.
- To explore the relationship between love and violence.
- To address social justice concerns and contribute to the community through conversations about love and violence.

## Course Policies

### *Attendance:*

Attendance is expected in my class; however, I do understand that certain life events might make missing class necessary, including illness, personal emergency, or active military duty. To that end, a student may miss up to **4** classes without affecting the attendance policy. For each absence after **4**, the student's final grade will be dropped by **ONE grade level**. At **6** absences, the student **automatically fails the course**. In addition, excessive tardiness will result in an "F" in your in-class participation grade, which is 10% of your overall grade for the course.

**PLEASE NOTE:** You are expected to be in class every single day. The attendance policy is meant to accommodate emergencies and illnesses. **These are NOT skip days**. Let me repeat. These are only to be used for emergencies.

### *Late Work:*

**As a rule, I do not accept late work** except under extreme emergency situations. Work is due at the beginning of class on the listed due date. **If you come to class late and the assignment has already been collected, I WILL NOT accept it.** Your work should be collected, stapled/paper clipped, and ready to turn in at the start of class. Also, if you miss class, you are still responsible for any work due at the next class that you attend. Assignments, due dates, and a course schedule are all included in this syllabus, so missing class is not an excuse for missing work due at the next class that you attend.

I also **do not** accept e-mailed work for missed classes unless arrangements have been made with me in advance. **DO NOT** e-mail me the work if you are not coming to class. **I would strongly encourage you to befriend a peer in your class who you might call upon and make arrangements to turn in your work for you if you would need to miss a class.**

**PLEASE NOTE:** The failure of a printer to work or a computer crash does not constitute an emergency. Be sure to save your work often and in multiple locations. Dropbox.com is a great online resource where you can save your work and avoid missing work due to a computer crash.

### *Office Hours and E-Mail:*

Office hours (listed above) provide a great chance to talk one-on-one. Please stop by to ask questions—or to just say hello. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you via e-mail as well, and you can expect that I will respond to you (in email or in class) within 48 hours Monday through Friday.

In addition, this is a writing class. Improperly formatted e-mails are not acceptable. In every e-mail, you must have an opening remark (Dear so and so), the body of the e-mail, a closing remark (Sincerely, etc...), and your full name (first and last) written at the bottom. In addition, e-mails should be properly formatted—meaning using proper sentence structure, capitalization, and the absence of text/IM language (like **u** for **you**). **THIS IS ESPECIALLY IMPORTANT IF YOU E-MAIL FROM A CELL PHONE.** If you do not follow proper e-mail format, then you forfeit the opportunity of receiving a response from me.

Also, the syllabus contains the majority of the information that you need for this course. **Please, review the syllabus before e-mailing me a question**—especially about length requirements. If the answer to your question can be found on the syllabus, I will simply refer you to the syllabus for

the first e-mail, and thereafter, I maintain the right to not e-mail you back if the information can be found in the syllabus.

*Cancellations:*

In the event that I would need to unexpectedly cancel class, I will contact the class via e-mail. I do commute to campus, so on days of inclement weather, especially heavy snow, be sure to check your e-mail before coming to class. If class is cancelled, I may request that you e-mail work or give information about changes in the course schedule, so if class is cancelled, you are responsible for checking your e-mail and following any included instructions before the next class.

*Electronic Devices:*

I embrace technology. I know that many of you will bring your syllabus to class on cell phones, laptops, or tablets. As long as they are used for course related materials (i.e., taking notes, viewing reading assignments, consulting the syllabus), these devices are free for you to use during class. **However, cell phone ringers should be turned to silent, and if any device is used for anything other than class related work, I have a one strike policy. You will immediately lose your class privileges for electronic devices, and you will receive a "0" for class participation that day. If you repeatedly violate this policy, I reserve the right to collect the device from you at the beginning of every class AND/OR to give you a "F" in participation for the term.**

**PLEASE NOTE: This applies especially to texting or answering phone calls in class. You will also receive a "0" in participation for the day for misuse. I will not notify you of the "0" for participation. You will simply receive it if your cell phone is being used during my class. Continual misuse will result in a failing grade in participation for the course. If the disruption is extensive enough for me to ask you to leave, you will also receive an absence for the day. EVEN IF WE HAVE DOWN TIME IN CLASS OR YOU FINISH A TASK BEFORE THE REST OF THE CLASS, THE CELL PHONE SHOULD ONLY BE USED FOR CLASS-RELATED MATERIAL. KEEP IT PUT AWAY.**

*Academic Honesty:*

Plagiarism is the inclusion of another's words or ideas as your own in a paper you submit for this class. This includes having another person write a paper for you, turning in another student's work who has previously had this class, taking any or all information, writing, or ideas from the internet without proper in-text citations and works cited entries, and pulling any information, writing, or ideas from any other type of source that is not your own work. To avoid plagiarism, you should always use proper in-text citations for all quotations (which are direct word for word quotations in quotation marks) and for all paraphrased information (which is the use of others' ideas and information, which has been converted into your own language). For specific in-text guidelines, see the documentation and citation section in your grammar handbook or visit the Perdue Online Writing Lab (OWL) on the internet.

If you do plagiarize, there are consequences for your actions. The university penalties include a "0" on an essay/portion of your grade, a failing grade for the course, suspension, and expulsion from the university. In order to avoid this, be sure to document and cite your sources clearly. If you are having particular trouble with documentation, writing, or even finding an idea for a paper, please, come and see me so that we can discuss your issue. It is far better to take a late penalty or even a "0" on an assignment than have to face sanctions from the university. I am more than happy to help you with your writing/citing in any way that I can.

For complete information on the university plagiarism policy, see the "Academic Integrity" section of the undergraduate catalog located at: <http://www.duq.edu/about/administration/academic->

[affairs/policies-and-procedures](#) and the UCOR statement at:  
<http://www.duq.edu/academics/schools/liberal-arts/for-undergraduate-students/academic-programs/english/first-year-writing/ucor-academic-integrity>.

## **Standards for Written Work**

*Format:*

1" Margins on Top, Bottom, and Sides, 12 Point Times New Roman Font (including titles), Single Spaced Header (No Longer than 2 Lines), Double Spaced Text, Pages with last name in upper right corner, Endnotes, and MLA Bibliography Style

## **Technology**

All assignments should be typed and when assignments are turned in electronically, you should use Microsoft Word (".doc" or ".docx" files). **Failure to post or e-mail your work as a Word Document could result in a "0" or F on that assignment.**

## **Athletics**

If you are involved in a university athletic program 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.

## **Learning Differences Support and Reasonable Accommodations**

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).

## **Writing Center**

This is a writing-intensive course. In order to assist you in the revision process of your writing, the Writing Center on campus is available and is staffed by graduate and undergraduate tutors who offer help with writing assignments in all disciplines. Before meeting with a tutor, prepare specific questions about your work so that your time is well spent. The Writing Center is located in 216 College Hall. Appointments must be made online at [www.sites.duq.edu/writing-center/](http://www.sites.duq.edu/writing-center/)

## **Project Descriptions and Grade Distribution**

*Grading:*

### Course Elements

- ✓ Rhetorical Analysis Paper (15%)
- ✓ Media Gender Analysis Paper (15%)
- ✓ Annotated Bibliography (10%)/No Revisions
- ✓ Final Researched Argument Paper (25%)
- ✓ Intro/Outline Assignments and FRAP Abstract (10%)
- ✓ Gender and Culture Assignments (GCA) (15%)/No Revisions
- ✓ In-Class Participation/Professional Etiquette (10%)

### *In-Class Participation-5% of Overall Grade*

#### Grading for In-Class Participation

- A: Comes to class on time with clear evidence of having read the material. Contributes significantly to discussion (makes at least 3 substantive comments) in most classes.
- B: Comes to class on time with clear evidence of having read the material. Contributes some to class discussion (makes at least 2 substantive comments) in most classes.
- C: Comes to class on time with clear evidence of having read the material. Contributes to class discussion occasionally (makes at least 1 substantive comment) in most classes.
- D: Comes to class with clear engagement with the class and the reading material but refrains from making any comments. Or, tardy for class.
- F: Comes to class but does not show evidence of engaging with the material or participate in class discussion.
- O/F: Does not attend class, sleeps during class, uses electronic device during class (i.e. cell phone, laptop) outside of approved methods, or causes substantial disruption to class.

### *Written Assignments (Generally, specific details in assignment sheets)*

#### Grading for Written Assignments

- A: Ideas are well-developed, original, and succeeds in mastering the technical goals for the assignment. There is a clear argument supported with examples, analysis, and research. Paper follows proper citation format, includes a Works Cited page, and has few grammatical errors.
- B: Ideas are written with considerable care and attention. They are developed and detailed. There is some argument format, but ultimately, needs clearer structure. Ideas, grammar, and syntax need more clarity and development. The paper includes correct format, citations, and a Works Cited page.
- C: Ideas and structure are acceptable. The student needs to make more effort to master syntax, grammar, and argument structure and/or develop a thoughtful and focused argument and/or analysis.
- D: Student has made some effort to achieve the assignment goals, but basic fundamentals of writing and analysis need improvement. Also, citations need improvement and argument structure needs more clarity and development. The paper proposes an opinion rather than an argument supported with evidence, especially close reading of the text.
- F: Does not achieve the assignment's technical goals and/or it does not present a focused or thoughtful analysis of the text. There is no clear argument supported with close reading or research. There are no clear citations, and/or the reader summarizes others' ideas rather than constructing his/her own argument. DID NOT MEET THE MINIMUM REQUIREMENTS OF THE ASSIGNMENT.

### *Revision Process*

Part of your final grade on revisable assignments will be based on your revision process. This will take into account the extent and thoroughness of your revisions throughout the paper process and how complete your writing is at the various deadlines for the revision process (i.e. conference, peer workshop, and Final for Now drafts) and the extent of your revisions between the conference draft to the Final For Now draft to the Final draft. Turning in an incomplete paper as a Final For Now draft or turning in a paper that does not have a clear and developed argument structure at the Final For Now stage will decrease your grade on the paper. Also, if you miss any step in the revision process, your final grade on the paper will be reduced a grade letter for each missed deadline.

## Schedule of Activities and Assignments

Note: Please bring your syllabus with you to class every day.

\*Course Schedule Subject To Change at Instructor's Discretion\*

Week	Day	Date	In-class	Homework (Due on Date Listed)
1	T	8.25	Introduction; Discuss policies and procedures; Review syllabus	Read <i>Death of a Salesman</i>
	Th	8.27	Free Write; Introduce GCAs; 99 Problems Activity; Introduce GCA	Read Syllabus; Read <i>Death of a Salesman</i>
2	T	9.1	Free Write; Introduce Rhetorical Analysis Paper (RAP); Discuss Readings	UVA Readings Collection on Blackboard
	Th	9.3	Free Write; Ethos, Pathos, & Logos	Rape Culture Readings on Blackboard; GCA #1; <i>They Say/I Say</i> (TS/IS) Introduction
3	T	9.8	Free Write; Fallacy Activity; Outlining Paper	Bring Article to Class for RAP; GCA #2 (on Article for RAP Paper); Read TS/IS Part 1
	Th	9.10	Free Write; Peer Workshop	Bring 3 Copies of RAP Draft
4	T	9.15	Free Write; Discuss Readings	Read TS/IS Part 2; Bring copy of draft to class; Revise RAP
	Th	9.17	Free Write; Introduce Media Analysis Paper (MAP); Discuss Reading	<b>FINAL RAP DUE</b> <i>Gender and Pop Culture (GPC)</i> - Introduction
5	T	9.22	Free Write; Watch Media and Example Paper; Discuss Reading	Deadline for picking text for MAP; GPC Chapter 5 "As Seen on TV"; GCA #3
	Th	9.24	Free Write; Introduce Intro/Outline; Discuss Reading	Watch MAP text; Bring notes on MAP Text to class; Read TS/IS Part 3
6	T	9.29	Intro/Outline Peer Workshop	Intro/Outline Due-Bring 2 Copies
	Th	10.1	Peer Workshop	Bring 3 Copies MAP Draft; Read <i>On Writing Well</i> excerpt on Blackboard
7	T	10.6	Conferences; Formal Class Cancelled	Continue Revising MAP
	Th	10.8	Free Write; Introduce Final Researched Argument Paper (FRAP); Brainstorm Topics	<b>FINAL MAP DUE</b> Read Roxanne Gay Excerpts on Blackboard
8	T	10.13	Free Write; Abstract Activity	GPC Chapter 4 "From Lady Gaga to Consciousness Rap"; GCA #4
	Th	10.15	Free Write; Discuss Reading; Introduce Annotated Bibliography	<b>FRAP ABSTRACT DUE</b> ; Preparations for AMOR Event
9	T	10.20	Free Write; Discuss Reading; How to Write an Annotated Bib Entry	GPC Chapter 6 "Popular Movies That Teach"; GCA #5; Bring 1 Annotated Bib Source to Class
	Th	10.22	Free Write; Annotated Bib Work Day; Class Meets at Library;	Work on Annotated Bib; <b>AMOR EVENT</b>
10	T	10.27	Free Write; Annotated Bib Work	Bring 2-3 Sources to Class
	Th	10.29	Free Write; Structuring the FRAP	<b>ANNOTATED BIB DUE</b>
11	T	11.3	Free Write; Large Peer Workshop	Read Caitlin Moran excerpt on Blackboard; Bring 2 Copies of FRAP Intro/Outline

	Th	11.5	Free Write; Focusing on Body Paragraph Structure; Activity	Write 3 Body Paragraphs FRAP-Bring 2 Copies to Class
12	T	11.10	Peer Workshop	Finish Drafting FRAP and Bring 3 copies to class
	Th	11.12	Conferences-Class Cancelled	Continue Revising FRAP
13	T	11.17	Free Write; Discuss Reading; Introduce Final Portfolio	<b>FINAL FRAP DUE</b> Reading-To Be Announced
	Th	11.19	<b>Class Cancelled- Assignment Due On Blackboard</b>	GPC Chapter 7 "Gender, Sport, and Popular Culture"; GCA #6 due by 11pm on Blackboard
	M-F	11.24-11.29	<b>Thanksgiving Recess</b>	
14	T	12.1	Free Write; Class Meets at Computer Lab	Revising for Portfolio
	Th	12.3	Free Write; Course Evaluations	Final Portfolio Due
15	M	12.9-12.15	Free Write; Final Portfolio Q & A	Return Portfolios during Final Exam Time Slot