

Writing for the Liberal Arts Goals

While a first-year writing course cannot provide explicit instruction in every genre or form students may encounter, it introduces students to academic discourse, instructs them in its basic conventions, outlines the concept of disciplinary differences in writing, and gives them the tools they need to identify and emulate the specialized patterns used in their major fields.

Upon completion of WLA, students should be able to do the following:

Writing

- Assess a writing situation/assignment.
- Convey thoughts clearly to a reader.
- Understand that writing is a series of rhetorical choices.
- Understand writing as a recursive process (planning, drafting, rewriting, editing).
- Recognize the intellectual, social, and formal conventions of academic discourse.
- Understand academic writing as a way of participating in, not just reporting on, scholarly conversations.
- Write papers that reasonably approximate the basic conventions of academic discourse.
- Know that writing conventions, including what counts as evidence, differ by discipline.

Argument

- Articulate a specific claim in the form of a thesis statement.
- Develop and organize an argument in support of a claim.
- Use appropriate evidence in support of a claim.
- Adopt a style and tone appropriate to the argument's audience.

Revision

- Understand that revising involves rethinking and rewriting, not just rewording.
- Make meaningful and substantive revisions to their own writing.
- Identify their own sentence-level error patterns and find answers/help in a reference book.

Information literacy

- Identify and search appropriate catalogs and databases for both print and electronic resources.
- Be familiar with the library's print resources and physical space.
- Evaluate quality, credibility, and relevance of sources.
- Synthesize ideas from multiple sources
- Summarize, paraphrase, and quote sources.
- Integrate writing and research processes.
- Understand differences between scholarly and popular sources.
- Understand differences between digital-native texts and print texts accessed online.
- Understand citation norms and use an appropriate citation format.
- Understand U.S. academic definitions of plagiarism and standards for academic integrity; be familiar with UMM's disciplinary procedures for handling academic dishonesty, including plagiarism.

Critical Reading

- Critically read and assess academic arguments, their own and others’.
- Offer meaningful, constructive comments, both in writing and orally, on student writing.
- Read a text closely: recognize the author’s argument and understand what a sentence actually says and how it fits into the author’s overall argument.

Writing for the Liberal Arts Requirements

All sections of Writing for the Liberal Arts (Engl 1601) will require students to:

- produce at least 15 pages (4500-4800 words) of finished, revised prose (additional unrevised writing may also be assigned).
- write and revise multiple drafts.
- write at least one argumentative paper.
- use multiple sources in at least one paper.
- read at least 10 pages of academic discourse.
- attend at least 130 minutes of information literacy instruction at the library.
- give and receive peer critique.
- participate in at least one individual conference with the instructor.

Missed work policies

- Instructors will have a clearly stated absence policy on their syllabi.
- Late papers will be penalized. Instructors will have a clearly stated late paper policy on their syllabi. Papers turned in late due to absences, excused or not, fall under this policy unless *prior arrangements* with the instructor are made and confirmed.
- Students are responsible for contacting the instructor *in advance* to arrange to make up work missed due to unexcused or excused absences.
- Students who, due to an excused absence, miss in-class work or work assigned in class which can reasonably be completed outside of class time should be offered the opportunity to do so; however, it is the student’s responsibility to arrange to do so.

ENGL 1601: Writing for the Liberal Arts (WLA)

Fall 2016

MWF 8:00 – 9:05 am

Instructor: Aaron Wenzel

Contact Information: E-mail is the best way to contact me; my address is awenzel@morris.umn.edu, although if you send me an e-mail after 10 pm, don't expect a response till the next day! I also generally do not regularly check e-mail on weekends or when I am out of town (although I will notify you when I know I will be away from Morris). My office phone number is 7018.

Office Hours: Office hours are Monday, Wednesday, and Friday 10:30 to 11:35 am and by appointment. I keep my Google Calendar up-to-date so feel free to use that to find a time that works for you. My office is Camden 218. My Friday office hours are usually held in the ACE Office (Student Center 5). In addition, Camden does not have an elevator and so my office there is not accessible for those with limited physical mobility. If you have or develop mobility issues, please let me know privately and we can find an appropriate place to meet.

Course Descriptions and Objectives: This course is intended to help you practice drafting and revising papers and to introduce you to the conventions of college-level academic writing, including critical reading, analysis, argumentation, and engagement with other writers' ideas and texts. Reading and writing assignments vary, but all sections of WLA require peer workshops, library instruction, individual instructor conferences, multiple drafts and revisions, and at least fifteen pages of revised prose.

In my sections of WLA, we will use primary and secondary sources related to the ancient Greek and Roman world as a vehicle to hone and practice these reading and writing skills.

Course-specific Learning Outcomes:

By the end of this course, you should be able to:

- Effectively analyze, in writing, a primary text using close reading skills.
- Explain, in writing, the context and audience of a primary or secondary text.
- Position your writing in relation to the ideas expressed by other authors of secondary texts.
- Construct and sustain a written argument, based on textual evidence and reliable sources.

UMM Learning Outcomes:

This course contributes to the following UMM-wide Student Learning Outcomes:

2. Intellectual and Practical Skills

- Written, multi-media, and oral communication
- Inquiry and analysis
- Critical thinking and problem-solving
- Information and technology literacy
- Collaboration

Required Texts:

Euripides, *Bacchae*, trans. by Paul Woodruff, Hackett 1999, ISBN: 9780872203921. Additional readings will be accessed on Moodle (available through "moodle.umn.edu").

Homework and Assignments:

Homework will consist of both reading and writing. The readings will come from the textbook and Moodle and will help you prepare for the in-class discussions and lectures.

There are four general categories of writing assignment in this class. First are the four major assignments to end each unit: a paper analyzing an image, theme, or argument from one of the primary texts we'll read in the class; a paper discussing the context and audience of a primary text, drawing on secondary scholarship; a paper extending the argument of one or more pieces of secondary scholarship; and a final using multiple sources (primary, secondary, or both) in which you pull together everything you've learned and practiced in this course. Drafts of each of these assignments are due at specific points in the semester, but you can continue to revise the papers (and thus improve your grade!) over the course of the class. Final grades for each assignment will be given when you submit all four papers as part of your final portfolio. Detailed descriptions and rubrics for these papers will be forthcoming.

The second category of writing assignment is topic sentence/paragraph writing. These assignments will give you an opportunity to think about how to construct meaningful theses about a text and how to introduce a topic. There are four opportunities to submit one of these assignments (noted on the schedule); you must submit a topic sentence/paragraph for three of them. A detailed description and rubric for this assignment will be forthcoming.

The third category is journal writing. For almost every week in which there is no major assignment or topic sentence/paragraph due, you will submit a brief journal entry. These entries can be on one of the texts we've read for class, discussions we've had in class, or something about your life outside our classroom as a student at UMM. The journal entries are meant to get you to continue to write (and to think about writing) even if there's no formal assignment. A detailed description and rubric for this assignment will be forthcoming.

The final category is in-class writing assignments. From time to time, I will give you some time in class to write on one of the texts we read, each time with a specific question to which to respond or specific guidelines. These short in-class assignments will serve as a way to talk about writing with your classmates. A detailed description of this assignment is forthcoming.

Expectations and Course Guidelines

Read assigned texts. "Reading" does not just mean sliding your eyes over all the words on a page. It means taking notes, connecting ideas, making sure you understand the material or figuring out what questions you need to ask in order to better understand the material. You will need to bring to class copies or printouts of electronic texts so that we can discuss them with precision.

Participate in discussions. Participation does *not* just mean talking a lot, but it does mean being engaged in the interchange among members of the class: asking thoughtful questions, listening and responding actively to the questions of others, working through complex ideas. If speaking up in class is difficult for you, please come talk to me about it (during my office hours or by appointment)

so that we can figure out some strategies to help you participate effectively.

Attend class. If you are absent for any reason, you are still responsible for any work collected or assigned on that day, as well as for material we cover in class; you will need to be prepared for class the day you return. You can have up to three unexcused absences in this course; after that point, your participation/ attendance grade will start to suffer negatively. If you have a valid excuse to be absent (medical appointment/sickness, family emergency, religious holiday, etc.) or if you know in advance that you will be absent, please let me know as soon as possible.

Complete writing assignments on time. Since your papers are considered works-in-progress until the final portfolio is turned in, there's no excuse for handing them in late. I do not, as a rule, accept late work.

Give and accept feedback on papers. Much of our class time will be spent in writers' workshops: small groups working intensively on paper and assignment drafts. You will need to provide thoughtful, substantive, detailed feedback on your group members' papers and pay attention to their comments on your work. If you don't bring copies of your draft for your workshop group, your workshop grade will reflect the lapse.

Meet with me for one-on-one conferences. As noted on the schedule, I will occasionally cancel class in order to meet with you individually to discuss your writing. Missing one of these conferences is just like missing a class.

Check in with me as necessary. If at any point during the semester you have questions, feel overwhelmed, want to get additional feedback on a draft, or just want to chat, please come talk to me: stop by my office hours, catch me after class, or email me to set up an appointment.

Grading:

The following is a break-down of your final grade:

Participation/Attendance: 15%	Analysis paper: 15%
Context paper: 15%	Agreement paper: 15%
Final paper: 20%	Journal: 10%
Topic sentence/paragraphs: 5%	In-class writing: 5%

Grades will be assigned based on the following scale:

A 100-93%	B+ 89-87%	C+ 79-77%	D+ 69-67%
A- 92-90%	B 86-83%	C 76-73%	D 66-60%
	B- 82-80%	C- 72-70%	F 59-0%

Writing Center: Beyond the time spent in the classroom, UMM offers additional writing help in the Writing Room. Located on the second floor of Briggs Library, the Writing Room enables students to receive outside help for papers and other writing-related needs. You must make an appointment to receive help from a Writing Room instructor.

Academic Misconduct: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows.

Scholastic dishonesty is submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. Any cases of academic dishonesty (even those resolved between student and instructor) will be reported to the Vice Chancellor of Student Affairs. If you have any questions regarding the expectations for a specific assignment or exam, please ask.

Disability Accommodations: UMM is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact DRC at 240 Briggs Library or call 320-589-6178 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Academic Alert: UMM uses the Morris Academic Alert system as a means to notify students of their overall progress in their courses. Although you are ultimately responsible for keeping track of your progress in this course, I will assist by providing feedback on assignments as well as by using the Morris Academic Alert System. My feedback and Academic Alerts are meant to provide you with a clear picture of how you are doing in this class and to provide strategies for future success, as it is common for students to be unaware of or to overestimate their academic performance or not know what resources are available to them if they need additional academic or personal support. Your adviser is always notified if you receive a Morris Academic Alert and can serve as a resource to you if you aren't sure what steps to take. My goal in sending you an alert is that you will be able to realistically evaluate your current strategies and standing in the courses and make the appropriate adjustments for your future success. It is your responsibility to read any alerts sent to you and immediately take appropriate action. Please note that Morris Academic Alerts are not reflected on your transcript.

Mental Health and Stress Management: 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 UMM Student Counseling website at morris.umn.edu/wellness/mentalhealth/studentcounseling or phone at 320-589-6060.

Note: This syllabus is subject to change at any time. All changes will be announced in class and in writing.

Schedule and Weekly Readings

Part 1: Analyzing Primary Sources

Wed., Aug. 24 – Course introduction

Fri., Aug. 26 – Topic sentences and paragraph structure

Assignment: A. Kaldellis, *The Christian Parthenon*, pp. 1 – 3.

Mon., Aug. 29 – In-class writing/workshopping

Wed., Aug. 31 – Introduction to Euripides' *Bacchae*

Assignment: Euripides, *Bacchae*, pp. ix-xxix (translator's introduction).

Fri., Sept. 2 – Close reading a text

Journal #1 due by 5 pm.

Mon., Sept. 5 – NO CLASS; LABOR DAY

Wed., Sept. 7 – Euripides' *Bacchae*, part 1

Assignment: Euripides, *Bacchae*, pp. 1 – 16 (lines 1-432).

Fri., Sept. 9 – Euripides' *Bacchae*, part 2

Assignment: Euripides, *Bacchae*, pp. 16 – 35 (lines 433-861).

Topic sentence/paragraph opportunity #1 (*Bacchae*), due by 5 pm.

Journal #2 due by 5 pm.

Mon., Sept. 12 – Introducing/discussing evidence; in-class writing/workshopping

Wed., Sept. 14 – Euripides' *Bacchae*, part 3

Assignment: Euripides, *Bacchae*, pp. 35-58 (lines 862-1390).

Fri., Sept. 16 – Introductions/conclusions; in-class writing/workshopping

Journal #3 due by 5 pm.

Mon., Sept. 19 – Analysis vs. interpretation

Assignment: Euripides, *Bacchae*, pp. xxix-xliii.

Wed., Sept. 21 – Plato's *Apology of Socrates*, part 1

Assignment: Plato, *Apology*, pp. 63 – 83 (sections 17a – 31c).

Fri., Sept. 23 – Plato's *Apology of Socrates*, part 2

Assignment: Plato, *Apology*, pp. 83 – 97 (sections 31c – 42a).

Journal #4 due by 5 pm.

Mon., Sept. 26 – Analyzing an argument; in-class writing/workshopping

Topic sentence/paragraph opportunity #2 (*Apology*), due by 5 pm.

Wed., Sept. 28 – Constructing an argument and using transitions; in-class writing/workshopping

Assignment: Come to class with draft outline for Paper #1 (Analysis Paper).

Fri., Sept. 30 – Paraphrasing/summarizing/quoting – in-class writing/workshopping

Assignment: Come to class having chosen a couple of quotations you'll be using for Paper #1.

Mon., Oct. 3 – Drafting and revising; in-class writing/workshopping

Assignment: Come to class with a complete draft of Paper #1.

Part 2: Understanding Context of Primary and Secondary Sources

Wed., Oct. 5 – Considering audience of primary texts, part 1

Assignment: "Letters on the Altar of Victory," pp. 69-78, pp. 61-69.

- Fri., Oct. 7 – Considering audience of primary texts, part 2
Assignment: “Letters on the Altar of Victory,” pp. 78-94.
Paper #1 due by 5 pm.
- Mon., Oct. 10 – Information literacy and using library resources
Topic sentence/paragraph opportunity #3 (Symmachus/Ambrose), due by 5 pm.
- Wed., Oct. 12 – Considering audience of secondary texts
Assignment: M. Kahlos, *Forbearance and Compulsion*, excerpt.
- Fri., Oct. 14 – Considering audience of secondary texts
Assignment: N. McLynn, “Pagans in a Christian Empire.”
Journal #5 due by 5 pm.
- Mon., Oct. 17 – NO CLASS – FALL BREAK
- Wed., Oct. 19 – Incorporating secondary sources; in-class writing/workshopping
Assignment: Come to class with a topic sentence and at least two quotations (one from each Symmachus/Ambrose article) you would use if you were writing a paragraph about that sentence.
- Fri., Oct. 21 – Understanding different scholarly approaches
Assignment: M. Nussbaum, “Introduction” to *The Bacchae of Euripides*, pp. Vi-xlii.
Journal #6 due by 5 pm.
- Mon., Oct. 24 – Understanding different scholarly approaches
Assignment: C.P. Segal, “The Menace of Dionysus: Sex Roles and Reversals in Euripides’ *Bacchae*.”
- Wed., Oct. 26 – Understanding different scholarly approaches
Assignment: R. Goodman, “How to Be Intoxicated.”
(http://chronicle.com/interactives/alcohol_essay)
Topic sentence/paragraph opportunity #4 (on *Bacchae* scholarship) due by 5 pm.
- Fri., Oct. 28 – In-class writing/workshopping of outline of Paper #2 (contextual paper)
Assignment: Come to class with an outline of Paper #2.
- Mon., Oct. 31 – In-class writing/workshopping of draft of Paper #2
Assignment: Come to class with a complete draft of Paper #2.

Part 3: Engaging with Secondary Scholarship

- Wed., Nov. 2 – Weighing scholarly interpretations
Assignment: T.G. West, “Introduction,” in *Four Texts on Socrates*, pp. 16-24.
- Fri., Nov. 4 – Weighing scholarly interpretations
Assignment: D.L. Schaefer, “Was Socrates a Corruptor? A Study of Plato’s *Apology of Socrates*.”
Paper #2 due by 5 pm.
- Mon., Nov. 7 – NO CLASS; INDIVIDUAL CONFERENCES
- Wed., Nov. 9 – NO CLASS; INDIVIDUAL CONFERENCES
- Fri., Nov. 11 – NO CLASS; INDIVIDUAL CONFERENCES
- Mon., Nov. 14 – Weighing scholarly interpretations
Assignment: R. Newberger Goldstein, “Socrates Must Die.”
- Wed., Nov. 16 – In-class writing/workshopping

Assignment: Come to class having chosen one of the three pieces of *Apology* texts with which you largely agree.

Fri., Nov. 18 – In-class writing/workshopping

Assignment: Come to class with a draft of Paper #3 (agreement paper)

Part 4: Conducting Research and Writing a Research Paper

Mon., Nov. 21 – Annotated bibliography; in-class writing/workshopping of Paper #4 (final paper) idea and approach

Paper #3 due by 5 pm

Wed., Nov. 23 – Research method

Assignment: A. Kaldellis, "How to Write a Dissertation"

Fri., Nov. 25 – NO CLASS - THANKSGIVING

Mon., Nov. 28 – Avoiding logical fallacies; in-class writing on logical fallacies

Wed., Nov. 30 – In-class writing/workshopping of Paper #4 outline

Assignment: Come to class with an outline of Paper #4

Fri., Dec. 2 – Introduction to peer review; in-class writing/workshopping of draft of Paper #4

Assignment: Draft of Paper #4 due by midnight.

Mon., Dec. 5 – All-class peer review

Assignment: Read eight or nine of your peers' papers.

Wed., Dec. 7 – All-class peer review

Assignment: Read eight or nine of your peer's papers.

Fri., Dec. 9 – Concluding thoughts; student evaluations.

FINAL PORTFOLIOS OF ALL FOUR PAPERS ARE DUE BY 11:59 PM, WEDNESDAY, DECEMBER 14.

Context Paper Assignment Description

Purpose: To use one (or more) secondary sources to add depth to your analysis and interpretation of a text. This secondary source (or sources) should provide your reader with useful contextual information to better understand the primary source.

Due date: First draft due by 11:59 pm, Friday, Nov. 4. Final version due by 11:59 pm, Wednesday, December 14.

Format: Typed, double-spaced, in a standard 12 pt font. The paper should be **no fewer** than three (3) full pages in length, although you will probably need at least five (5) pages to adequately analyze your topic. The ideal range would be 1500 to 2000 words.

Content: There are multiple ways you can provide a contextual analysis of a primary source, but there are two ways that are relevant for this assignment. First is a contemporaneous historical analysis. This sort of analysis looks at a particular person, object, place, or idea mentioned in the primary text in order to better interpret what the text means and what its purpose is. For example, in Plato's *Apology*, Socrates makes mentions of sophists and tries to distinguish his teaching from theirs. It might be useful to research what we know about these sophists in order to better understand this distinction and why Socrates feels compelled to make it.

The other kind of contextual analysis looks at a text's place within the larger history of ideas, that is, what intellectual and cultural artifacts from the past it draws upon or what later texts draw up on it. For instance, Xenophon also wrote an *Apology of Socrates* that differs greatly from Plato's. Comparing these two works can tell us about what each author was striving to do with their Socratic defense speech. Another example is the 2nd-century AD author Apuleius, who wrote a defense speech of his own when he was charged with being a magician. His speech draws heavily on Plato's version of Socrates speech and so it can illustrate how Plato's work remains relevant hundreds of years after the fact.

For this paper, I would like you to choose one of these two types of contextual analysis, pick a specific example from either the letters of Symmachus and Ambrose or the secondary scholarship we'll read after Fall Break, conduct some research into that example, and write a paper laying out the results of your research while explaining how it impacts your interpretation of the work.

Structure: The paper should consist of 1) an introductory paragraph (or paragraphs) in which you make an interesting, specific, and compelling claim about the work and its context; 2) multiple paragraphs each containing textual evidence to support your claim in the form of appropriately-cited quotations and explanation/justification/discussion of them (quotations that are drawn from the original sources or your researched sources, whichever is appropriate); 3) a paragraph (or paragraphs) explaining what impact your contextual analysis has for how we should understand or interpret the texts; and 4) a concluding paragraph (or paragraphs) in which you wrap up your paper, explain what your analysis has shown, and why it is important.

Additionally, the paper should demonstrate proper use of the MLA citation style and include a list of works cited at the end (which does not count towards the ideal length requirement).