Writing 2: Writing about Gender across the Curriculum

Fall 2006

Instructor: Danielle La France

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Office Hours: Wednesdays 1–3 pm and by appointment, South Hall Tower 5432 #H

DROP DATE: WEDNESDAY OCTOBER 4TH

Expectations of Students

Respect your peers
  don’t talk when someone else is talking and
turn off cell phones
  don’t be late when everyone else made the
effort to get here on time
  please eat only during the break & pick up your trash
  don’t say things to hurt others (be mindful that others may be of a different class, gender, religion, race, or ability set than you or offended by bad language)

Assignments: Complete all in-class and take-home assignments and post by the deadline given. At the end of the unit, bring the hard copy of your portfolio to class. No late portfolios will be accepted— you will receive a zero if it’s not in on the date due.

Attendance: 10% of your grade is based on your participation in class. I evaluate each student on a scale of 1–5 per class day, for a possible total of 20 points. We will collaborate on tasks, so your partners and groups will suffer if you are not present to work with them. Five absences is an automatic F. Notify me by email in case of illness/emergency.
Plagiarism: Don’t even think about it, the UCSB policy on plagiarism suspends first time offenders for up to 2 quarters.

Texts:  Writing About the World, and A Writer’s Reference by Diana Hacker
http://eres.library.ucsb.edu look up by my last name password=happy

Expectations of Instructor

You expect me to treat you as an adult, respect your opinion, enable you to express individuality in your work, and give you written and oral feedback about your writing. To help me get to know you and make sure you get what you need from this course, I will hold mandatory individual conferences with each student during Weeks 2 and 3. Please sign up for a time slot on Moodle.

Course Objectives

• Develop critical reading skills.
• Develop oral argumentation and presentation skills.
• Learn how to conduct research, including how to distinguish appropriate online sources for academic work.
• Learn how to construct and format papers for different disciplines.
• Learn how to write summaries, write persuasively, write a research paper that synthesizes information, and how to construct an effective written argument.

Grade Breakdown:

Science Portfolio 30%
Social Science Portfolio 30%
Humanities Portfolio 30%
Oral Participation 10%

Student Resources
If you are a student with a documented disability (registered with the DSP program: 893-2668, www.sa.ucsb.edu/dsp) and would like to discuss special accommodations, please bring your paperwork to my office hours at the beginning of the quarter.

Feel free to take advantage of FREE help with your writing at CLAS, Campus Learning Assistance Services. The Writing Lab is open for drop-in assistance (CLAS building 477 – across from South Hall). Study skills workshops and individual appointments are available as well (jay@clas.ucsb.edu). For more information on CLAS, visit www.clas.ucsb.edu.

For help picking classes, choosing a major, getting an internship, and more, write to the Freshman advisor at FroshMentor.OSLI@sa.ucsb.edu or visit Career Services.

The transition to university life can be overwhelming. Don’t think you have to face it alone. If you feel you can’t make it, and are considering dropping out, dropping a course, or worse, go to Counseling Services. They’re great people, and your visits are both free and confidential.

If you think you may have suffered from sexual assault, call the rape crisis center hotline at 564-3696 and make an appointment to meet Carol Mosely in the Women’s Center at 893-3778.

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<thead>
<tr>
<th>Monday, October 2</th>
<th>Introductions: Syllabus</th>
<th>Science Unit: Gender and Biology</th>
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<tr>
<td></td>
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<td>Activity: Persuasion</td>
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<td>Write CD reviews and exchange,</td>
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<td>then present to small groups.</td>
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<td>Vote on best from small group</td>
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<td>to present to the entire class.</td>
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<td>Read “Women Scientists: Are They Really Different?” by Anne Walton (WATW 423-438)</td>
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<td>“Doing Gender, Doing Difference” by West and Zimmerman (on eres)</td>
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<td>Write Summaries</td>
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<td>Date</td>
<td>Task</td>
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| Wednesday, October 4 | **Discuss Articles:**  
                         Read summaries in groups and discuss, then generate criteria for writing a good summary  
                       (LGBTQ Quiz)  
                       Identifying Claims & Evidence  
                         **Read “Why Men Become Men, and Other Theories.”**  
                         By Robert Brannon (WATW 577-581)  
                         “Psychology Constructs the Female.” By Naomi Weisstein (WATW 582-594)  
                         Write Summaries |
| Monday, October 9  | **Due: Summaries**  
                         **Bring: WATW**  
                         **Debate: Brannon vs. Weisstein**  
                         Handout Paper 1 Assignment  
                         Choose your topic and articles: write summaries |
| Wednesday, October 11 | **Due: Summaries of Articles for Paper 1**  
                         **Bring: Hacker**  
                         **Lab Day:**  
                         Shaping an Argument: Purpose and Audience  
                         Drafting & Group Responses  
                         Read Hacker Section C1  
                         Write: Cluster or Outline |
| Monday, October 16 | **Due: Cluster or Outline**  
                         **Bring: Hacker**  
                         **Lab Day:**  
                         Quoting vs. Paraphrasing Arguments/Hacker  
                         Read Hacker C3-C6  
                         Write: Rough Draft |
| Wednesday, October 18 | **Due: Rough Draft**  
                         **Bring: Hacker**  
                         **Peer Review with Handouts Citations & Style: APA Works Cited Avoiding Plagiarism**  
                         Revise Paper  
                         Assemble Portfolio |
| Monday, October 23 | **Due: Portfolio 1**  
                         **Bring: WATW**  
                         **Portfolio 1 Reflection Social Science Unit: Gender & Religion**  
                         Class Discussion:  
                         Comparative World Religion  
                         Activity: Naming World Religions  
                         Read: “Our Lost Heritage: New Facts on How God Became a Man” by Riane Eisler (WATW 737-743)  
                         “Women in Early Islam” by Naila Minai WATW (745-756)  
                         “The Descent From the Sky” (648-651)  
                         Write: Forum Questions |
| Wednesday, October 25 | **Due: Forum Questions**  
                         **WATW: opening page Discuss Articles** (use interviewer/recorder/presenter method and reflect on the process)  
                         Hand out Paper 2 Assignment  
                         Post Annotated  
                         Read Hacker Section R1-R4  
                         Write: Post Paper Topic to Forum |
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<th>Date</th>
<th>Assignment/Activity</th>
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<tr>
<td><strong>Monday, October 30</strong></td>
<td>Small Groups: Topics Library Day/Class Research: Licensed Databases, Reference Books, Pegasus and UCLinks Return essays Write: Annotated Bibliography</td>
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<td><strong>Monday, November 6</strong></td>
<td>Due: Prospectus Lab Day Group Feedback on Prospectus Drafting of Paper Group Feedback Vote tomorrow! Rough Draft Read Hacker W4-W6</td>
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<td><strong>Wednesday, November 8</strong></td>
<td>Due: Rough Draft Lab Day Passive/Active Peer Review and Peer Edit in online forums by group Revise Paper Assemble Portfolio</td>
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<td><strong>Monday, November 13</strong></td>
<td>Due: Portfolio 2 Portfolio 2 Reflection Humanities Unit: Gender &amp; Literature Read and Discuss: “She Proves the Inconsistency of the Desires and Criticism of Men Who Accuse Women of What They Themselves Cause” by Sor Juana Ines de La Cruz (WATW 332-335) Read: “I’m a Woman” by Marzieh Ahmadi Oskooi (WATW 320-323) “The Woman Hanging From the 13th Floor Window” by Joy Harjo (WATW 323-326) “Reflections on Growing Older” by Quincy Troupe (electronic reserve) Write a brief summary of each poem</td>
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<td><strong>Wednesday, November 15</strong></td>
<td>Due: Poem Summaries Lab Day Discuss poems: line break activity Group presentations based on summaries 1 page Poem Response</td>
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<td><strong>Monday, November 20</strong></td>
<td>Due: Poem Response Lab Day Grammar Work Partners: read responses &amp; make suggestions Draft Short Essay on a Poem Read: “No Name Woman” by Maxine Hong Kingston (WATW 337-346) Chapter 5 from Goat by Brad Land (reserve) excerpt from Slut! By Leora Tanenbaum</td>
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<td>Wednesday, November 22</td>
<td>Write: Post Questions to Forum</td>
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<td>Happy Thanksgiving!</td>
<td>No class</td>
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<td>Monday, November 27</td>
<td>3 Groups: Present Ideas on Each of the Readings (model first) Paper 3 Assignment</td>
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<td>Due: Questions on Forum</td>
<td>Write: Thesis Statement</td>
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<td>Wednesday, November 29</td>
<td>Watch <em>Chutney Popcorn</em> Class Discussion: responses to questions distributed before film starts</td>
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<td>Due: Thesis Statement</td>
<td>Read: Hacker S1-S7 Write: Outline &amp; Movie Qs</td>
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<td>Monday, December 4</td>
<td>Thesis Statement &amp; Outline Workshop Grammar Worksheet/Overhead</td>
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<td>Due: Outline</td>
<td>Read Hacker MLA Write: Rough Draft</td>
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<td>Wednesday, December 6</td>
<td>Activity: Peer Review with markers &amp; reading aloud</td>
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<td>Due: Rough Draft</td>
<td>Revise paper Put portfolio together Write course Self-Evaluation</td>
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<td>Monday, December 11</td>
<td>Portfolio 3 due including Self-Evaluation</td>
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