Writing 2 Syllabus: Fall Quarter 2006

**Instructor:** Nhu Le  
**Writing 2 (Code: 45666)**  
**Class Time:** TR 1-2:50 PM  
**Room Number:** Girvetz 2124 (except on computer lab days)  
**Office:** SH 3432D  
**Mailbox:** SH 2623  
**Office Hours:** Tuesday 3-5 PM  
**Phone:** 2613 (main office number, for messages only)  
**Email:** nhule@umail.ucsb.edu (grades will not be discussed over email)

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**Course Catalog Description**  
A writing course focusing on analytical skills, synthesizing multiple sources, sustaining coherent arguments, and revising for clarity of style. Reading and writing assignments are drawn from a range of academic disciplines.

**Required Texts (available at the UCEN bookstore)**
1. McLoud, Jarvis, and Spear’s *Writing about the World*  
3. Collegiate Dictionary

**Requirements:**
1. Unit 1: Writing about the Sciences (20%)  
2. Unit 2: Writing about the Social Sciences (20%)  
3. Unit 3: Writing in the Humanities (30%)  
4. Journal Entries (10%)  
5. Group Presentation, Participation, Quizzes (20%)

*Note: Your grade for each unit will include in class assignments for that unit, essay drafts, and final draft paper. A more detailed grading breakdown will be available to you at the beginning of each unit.*

**Policies:**
1. **Attendance:** I take attendance seriously. Since this class is a small class which focuses largely on discussion, group exercise, and presentations to provide you with the support for developing your skills as a writer, your attendance is mandatory. Missing a large portion of class meetings (excused or unexcused) will result in a lowered grade and possible F for the course. Consider each absence as a 1/3 letter grade markdown from your final grade. For example, if you missed 3 classes and received a B as your total grade, your final grade on your transcript will be a C. Consider also, that 20% of your grade is based upon your Group Presentation, Participation, and Quizzes which will be docked from your final participation grade on days absent.
2. **No sign of plagiarism what-so-ever:** According to MLA “plagiarism refers to a form of cheating that has been defined a “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Alexander Lindey, Plagiarism and Originality [New York: Harper, 1952] 2). Plagiarism involves two kinds of wrongs. Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expression as your own to get a better grade or gain some other advantage constitutes fraud” (Gibaldi, 2.1). You will receive an F for the paper and may fail the course if you are found to be plagiarizing.
3. **Late Papers:** 1/3 Letter grade deduction each day late.
4. **Revisions**: Please see me for details on that when issue arises.

**Sexual Harassment**: Sexual harassment is unwelcome behavior or attention of a sexual nature which unreasonably interferes with a person's work or educational performance, or creates an intimidating, hostile, or offensive working or learning environment. The University of California is firmly committed to creating and maintaining a learning environment that is free from all forms of harassment and intimidation. If sexual harassment is creating an environment that interferes with your duties as a student, please let myself, or another trustworthy agent of the university know about the problem so that we can help you resolve it.

**Disabled Students Program**: The Writing department is willing to accommodate, upon request, the special needs of differently-abled students. If you require course material in another format or need special accommodations due to your disability, please talk to me or contact the Disabled Students Program (room 1201 SAASB, phone 805-893-2668).

**Add/Drop Deadlines**:
- Last day to ADD: Oct 4 w/o approval code, Oct 11 w/o $3 fee, Oct 18 w/o petition needed.
- Last day to DROP: Oct 4 w/o petition for Writing 2, Oct 25 w/o petition for general courses.

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**Detailed Course Requirements / Grade Breakdown** (please attach to your syllabus)

**Papers (70% of final grade):**
*As part of the writing process, students are expected to turn in drafts of papers as will be detailed in the Course Schedule. Students will receive (in class) handouts of the following items: a detailed description of the writing assignment, a grading rubric outlining my expectations, and other helpful items as it seems fitting for the writing project at hand. Be sure that you turn the papers (drafts included) in on time in order to receive the most points you are able to. Although late papers will be penalized (as I have outlined in the original syllabus), I do not recommend you turn in incomplete papers. Please see me in office hours if you are having problems with completing assignments on time.*

- **Summary and Response Paper** (3-4 pages, 20% of final grade)
- **Argumentative/Persuasive Paper** (5-6 pages, 20% of final grade)
- **Memoir** (6-7 pages, 30% of final grade)

**In Class Participation (20% of final grade):**
*I will be assessing participation through four components: small and large group discussion, group presentation, pop quizzes, and peer review—each will be worth 5% of the final grade.*

- **Group Discussion** will be an integral part of your learning experience. Since this course is not lecture-based, I expect that you come into class prepared. This means that you come in reading what is assigned, with comments and/or questions prepared, any writing assignments completed, with a readiness to discuss and share your well-articulated views to the class. In short, this is your time to be an active part of the academic community.
• **Group Presentations** will be 20 minutes in length. Group presentations serve a variety of purposes. In your academic career, you will most likely be asked to do a presentation of some sort. This will be an exercise for you to be able to work with others in sharing a part of the pedagogical load. I will ask you to come up with three items in the Diana Hacker book (from sections G, T, P, or M) your group would want the class to examine in more detail. I will choose one of the three “grammar lessons” for your group to present. It will be up to you to (re)present this to class (guided by a helpful handout you will construct and provide to the class). In addition, you will be asked to come up with a creative way for the entire class to get involved. I will demonstrate what I’m looking for by giving my own grammar presentation Thursday October 5th.

• **Pop Quizzes**: to ensure that you do the readings, I will be sporadically giving pop quizzes throughout the quarter.

• **Peer Review** serves two important purposes. Firstly, you will be able to receive input on your paper from your peers. Secondly, you will be able to assess and comment upon another person’s paper/work and consequently be able to analyze a piece of writing in a way that will help you improve your own writing. I will be assessing your detailed comments on another person’s writing in order to ensure that everyone’s paper receives sufficient attention, analysis, and critique.

**Journal Entries (10% of final grade):**
I will be giving you in-class writing prompts which I will expect you to respond to in an effective, thought-provoking, and thorough manner.
UNIT 1: SCIENCE WRITING
TENTATIVE COURSE SCHEDULE (SUBJECT TO CHANGE AT THE DISCRETION OF THE TEACHER)

Thursday: 9/28/06
• Reading: In Class, read the course syllabus
• Assignments: In Class, fill out student information on yellow note card
• Class Activities: Read Syllabus, Introductions, Writing Exercise, Administrative (waiting list, crashers, droppers)

SCIENCE SECTION BEGINS
Tuesday: 10/3/06
• Reading: Introduction to Writing about the World (3-12), Introduction to Writing about the Sciences Unit (402-406), Ellen Salud’s “Sixty Feet Deep” (406-409)
• Assignments: Bring in a photocopied version of Ellen Salud’s student essay with whatever notes you have made on the margins of the paper
• Class Activities: Journal entry (1rst 15 minutes of class for the rest of the quarter), Revisiting Course Syllabus and Course Schedule, class discussion on readings, group exercise on effectively annotating an article or essay and summarization, sign-up for group presentations

Thursday: 10/5/06
• Reading: Edward T. Hall’s The Anthropology of Manners (410-417), Handout: Summaries, Guideline to Writing Summaries, WatW (606-607)
• Assignments: 1-2 page typed summary of The Anthropology of Manners, type written answers to “questions for discussions and your reading journal” (417)
• Class Activities: Journal Entry, Sample Grammar Presentation, Distinction between pure summary and summary/response paper, read through summary/response assignment (607-609)

Tuesday: 10/10/06
• Reading: Julius Robert Oppenheimer’s The Scientist in Society and Anne Walton’s Women Scientists: Are they really different? (417-438)
• Assignments: Two copies of a 3-4 page typed summary and response Summary and Response of one of the two readings assigned for this week
• Class Activities: Journal Entry, Student Group Presentation, Discussion of article (break into two big groups), lecture/discussion of titles (what makes an essay title effective?), pass paper to someone to read over and begin peer review (worksheets will be provided)

Thursday: 10/12/06
• Reading: Another Student’s Summary and Response Essay
• Assignments: Peer review of another student’s paper (complete peer review worksheet provided), 2 copies (1 for me, and 1 for your partner) typed response to other student’s paper
• Class Activities: Journal Entry, PEER REVIEW DAY

Tuesday: 10/17/06
• Reading: WatW (14-16), Diane Hacker (“Revising,”17-23)
• Assignments: Final Draft of Summary and Response Paper Due
• Class Activities: Journal Entry, Student Group Presentation, Discussion on Revision, TBA
Thursday: 10/12/06
- Reading: Another Student’s Summary and Response Essay
- Assignments: Peer review of another student’s paper (complete peer review worksheet provided), 2 copies (1 for me, and 1 for your partner) typed response to other student’s paper
- Class Activities: Journal Entry, PEER REVIEW DAY

Tuesday: 10/17/06
- Reading: WatW (14-16), Diane Hacker (“Revising,”17-23)
- Assignments: Final Draft of Summary and Response Paper Due
- Class Activities: Journal Entry, Student Group Presentation, Discussion on Revision, TBA

SOCIAL SCIENCE SECTION
Thursday: 10/19/06
- Reading: WatW (614-617), Jarvis’ “An Island Mosaic: Language, Religion, and Beauty in Sri Lanka” (617-623), King’s Religion and Nothingness (626-629), Jarvis’ Introduction to Buddhism (662-664), Smart and Hecht’s The Enlightenment of Buddha: Buddhacarita (664-668), Chief Seattle’s Environmental Statement (692-695), Arundhati Roy’s excerpt from War Talk, Gandhi’s Satyagraha (206-212), King Jr.’s Letter from Birmingham Jail (212-227), Mandela’s I Am Prepared to Die (227-247).
- Assignments: Prepare for in-depth discussions on most if not all of these readings. Think about the ways in which these readings, though they are separated into different sections, are interrelated.
- Class Activities: Journal Entry: What do we mean by “religion” and/or philosophy? (class discussion based on your journal entry), Pass out and read in-class next essay assignment (Social or Cosmic Issue Research Paper), Small Group Workshop: Forming a Research Question (“Checklist for assessing the writing situation,” Hacker (4))

Tuesday: 10/24/06
- Reading: Hacker (“Planning,” 3-10, “Posing research questions,” 295-298)
- Assignments: Choose a topic for Paper #3, bring in a topic question for work-shopping in class
- Class Activities: Journal Entry: (What is important about your question? What interests you? Why is it worth exploring?), Development of research question (small groups), Discussion of readings, Hand out research proposal and annotated bibliography assignment

Thursday: 10/26/06
- Reading: Hacker (“Managing Information; Avoiding Plagiarism,” 316-320)
- Assignments: Research Proposal and Annotated Bibliography due (read essays in the textbook that relate to your topic. Locate at least two sources outside of the textbook and write an annotated bibliography: one source should be a book).
- Class Activities: Journal Entry: (What did you learn about your topic in your research and writing of the proposal? How have your ideas about your topic changed? How have you narrowed your focus?), Thesis statement workshop

Tuesday: 10/31/06
- Assignments: Discovery Draft and Working Thesis Due
- Class Activities: Journal Entry: (Tell the story of writing your discovery draft and working thesis. What questions do you still have about your topic or the assignment? Did anything surprise you? What do you still need to know? What additional research might you need to do?), Mini-lesson: Organization, Workshop: Development using paragraph from model student essay, peer workshop prep: providing constructive feedback
Thursday: 11/2/06
- Assignments: 1st draft (for peer review) of essay due
- Class Activities: Journal Entry: (what do you want to accomplish today in peer review? What specifically do you want help with in your essay? Write two questions you would like your peers to address), Peer Workshop (1 hour), Integrating sources MLA style

Tuesday: 11/7/06
- Reading: Hacker (“Revising,” 17-22)
- Assignments: Revised Draft Due
- Class Activities: Journal Entry: (What do you want your reader to learn from your research paper? What do you still need to do to make your ideas clear to your reader?), Workshop: Functional Outline (handout)

Thursday: 11/9/06
- Reading: Read, re-read, re-re-read your paper!
- Assignments: Revise one last time! Essay Portfolio due: Summary, discovery draft and working thesis, peer draft, revised draft, and portfolio draft
- Class Activities: Journal Entry: (What are your goals for the next unit?) TBA

HUMANITIES SECTION
(Note: I extended the due date for the Social Science research paper)

Thursday: 11/16/06
- Readings: None
- Assignments: Portfolio Due
- Class Activities: Watch Margaret Cho’s I’M THE ONE THAT I WANT

Tuesday: 11/21/06
- Readings: Maxine Hong Kingston’s “No-Name Woman” (WatW), Assignments: close analysis of Cho and Kingston
- Class Activities: grammar presentation; hand out Unit 3 schedule and talk about last paper assignment; discussion

Thursday: 11/23/06
- Readings: NO CLASS
- Assignments: NO CLASS
- Class Activities: NO CLASS

Tuesday: 11/28/06
- Readings: George Orwell’s Shooting an Elephant
- Assignments: 2 copies typed first paragraph (with a well thought-out thesis sentence) due in class.
- Class Activities: grammar presentation; discussion continued; peer review; TBA

Thursday: 11/30/06
- Readings: Review of Helen Buss’s Repossessing the World: Reading Memoirs by Contemporary Women
- Assignments: No formal assignment due
- Class Activities: Discussion on article; TBA
Tuesday: 12/5/06
- Readings: Read your own rough draft!
- Assignments: 2 copies complete rough draft
- Class Activities: Description, Deduction, Speculation exercise; Peer Review

Thursday: 12/7/06
- Readings: Read your partner’s rough draft
- Assignments: 2 copies of second draft
- Class Activities: Last Grammar Presentation, Student evaluations,