

College Writing R4B, Fall 2014

Section 7: Tu/Th 9:30-11:00 in 223 Wheeler

Section 8: Tu/Th 2:00-3:30 in 121 Latimer

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Office hours: Tues & Thurs from 3:30-4:30 and by appointment

PUBLIC HISTORY, PERSONAL STORY

This course will examine how artists and writers, working in a range of genres, explore and represent intersections between the personal and the public, between story and history. We will examine documentary work, looking closely at how the stories of individuals can humanize and illuminate the vast and complex landscape of a social problem. And what happens when the artist feels the powerful burden of a painful history in his or her own life? What about historians? How do they use oral histories and interviews to compose the larger story of a people or country? These are some of the questions and issues the class will explore through discussing texts (both verbal and visual) and writing essays. We will work on developing and deepening critical reading, analysis, and writing, all central to the academic work of the university. Throughout, we will investigate the research process, and each student will develop a research project exploring a question of your own choosing in relation to the course theme.

Required Texts—available at the Student Store on Bancroft below Telegraph Ave:

Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity by

Katherine Boo

Maus, Parts I and II by Art Spiegelman

A Different Mirror: A History of Multicultural America by Ronald Takaki (revised edition, 2008)

The Craft of Research by Wayne Booth, Gregory Colomb, Joseph Williams (third edition, 2008)

Course Reader will be posted on bcourses

Films under consideration:

Last Train Home

Hoop Dreams

Witness to the Holocaust (selections)

Berkeley Writers at Work Interview of Ronald Takaki

Course Description and Requirements

Overview:

College Writing R4B is a four-unit course that satisfies the second half of Berkeley's Reading and Composition requirement. *Prerequisite: Satisfactory completion of the first half of the Reading and Composition requirement.*

This course stresses the recursive nature of reading and writing and aims at developing students' practical fluency with larger expository and argumentative units and at incorporating research results into argumentation. What does that really mean?

Reading:

This is a course that focuses on critical thinking, reading, and writing. We'll read a range of genres including memoir, essays, graphic novel, history, academic essays, documentary film, and journalism from the perspective of both reader and writer. We examine each work not only for what it says but also for *how* that particular author conveys meaning. We will examine style, structure, imagery, evidence, and argumentative strategies (to name only a few) to uncover the broad range of choices that writers make and to add to our own repertoires as writers. Please come to class with the assigned text in hand, having read it carefully and prepared for lively (I hope) discussion.

Writing:

The university requires a minimum of 32 pages of expository prose. Major papers will go through a series of drafts, and you will work in peer response groups to comment on each others' work and to develop your skill as readers, writers, and editors. Class time will regularly be devoted to areas of writing including thesis statements, structure, analysis, and style; these writing workshops will be coordinated with your work in composing the major assigned essays. (See attached handout on Guidelines for Papers for details and policies.) In addition, you'll occasionally be given short, informal writing assignments to develop close reading and analysis of texts as well as to deepen your response to them.

Research:

As for the research component of the class, we will investigate the many research resources available that may include online sources, fieldwork, the stacks at Doe Library, the archives in Bancroft Library, and oral interviews. We approach research as a critical and creative process of inquiry. There will be a series of defined research projects and exercises leading to the development of your own research question and essay. The final project, a research portfolio, will include a research proposal, annotated bibliography, abstract, reflection, and, most important, an essay that explores your research question.

The final research portfolio is due on Monday, December 15 by noon.

Participation and Attendance:

This seminar of only 17 students offers you a rare opportunity in this large university to discuss your ideas and work on your critical reading and writing in a workshop setting. We grow intellectually by testing our own ideas against those of others. This isn't a lecture course, and its success depends on the engagement of each and every person in the room.

Attendance is mandatory and it is crucial that you arrive on time. You may miss 2 classes with no penalty, but additional absences will lower your grade. I encourage you to save those get-out-of-jail-free passes for the latter part of the semester. More than 3 late arrivals will lower the grade.

Technological Temptations: Do not succumb. Please. Cell phones, laptops, ipads, and so on must be turned off and placed out of sight unless I've given permission. No messages or texting during class so that everyone is focused on our discussion.

Grades:

The university requires that all Reading and Composition courses be taken for a letter grade; a C- is required to pass the class. Your grade will be calculated as follows:

Participation: 10%

(includes being prepared for class, participating in discussion, engaging fully in peer response groups, being on time; oral presentations)

Short Assignments: 15%

(includes response papers, essay proposals, freewrites, research exercises, various homework assignments)

Essays: 75%

Essay 1: (4-6 pages plus reflection) 15%

Essay 2: (6-8 pages plus reflection) 20%

Essay 3: Research portfolio (the centerpiece of which is an 8-10 page research paper—see above) 40%

Academic Honesty:

The College Writing Program has a zero-tolerance policy regarding plagiarism. Students who submit plagiarized work will be subject to consequences ranging from a grade of "F" on the assignment to suspension from the University.

The campus Center for Student Conduct has produced a comprehensive guide to academic honesty. Please see <http://sa.berkeley.edu/conduct/integrity/definition>. The following excerpt from that document outlines the elements of plagiarism:

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source, for example:

- Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

A Note on Collaboration:

I know that some of you in the class are friends and work together outside of class. In the spirit of collaboration, that is generally a great thing, especially to discuss texts and ideas. When working with others, including tutors or friends or teammates, no one other than

the author should edit the writing in the sense of re-writing words and sentences. In fact, including words or sentences that are not your own constitutes plagiarism. But discussing ideas, asking questions, pointing out areas that need more analysis or development or clarity are all ways that you can help each other, much as you do in response groups.

And let us all adhere to the campus Honor Code:

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

Accommodations:

Please let me know as soon as possible so that we can arrange reasonable accommodations...

- If you are a student athlete who must miss class for your sport, let me know in advance by submitting a letter from your coach within the first 2 weeks of class;
- If you need accommodations as certified by the Disabled Student Programs, let me know within the first 2 weeks of class;
- If a personal emergency arises, let me know as soon as possible.

Office Hours:

In my College Writing Programs office, 117 Wheeler, on Tuesdays and Thursdays from 3:30 to 4:30 and by appointment. Please come! In addition to these weekly drop-in hours, I will schedule individual draft conferences for major essays.

Some Student Support Services:

Student Learning Center-Writing Support Services:

The SLC in the Cesar Chavez Student Center on lower Sproul Plaza offers regular peer tutoring, drop-in tutoring and workshops on writing and many other subjects:

<http://slc.berkeley.edu>

The Tang Center of the University Health Service

The Tang Center, located at 2222 Bancroft Way, offers counseling services, and their counselors are specially trained to be sensitive to student concerns:

<http://uhs.berkeley.edu/students/counseling/cps.shtml>

GUIDELINES FOR PAPERS

"The art of writing is the art of putting the seat of your pants on the seat of your chair."

GENERAL POLICIES:

1. All drafts, whether exploratory or final, are due in class at the beginning of class on the assigned date, or as indicated by the instructor.
2. In case of emergency or illness, please email or call me at the CWP office before class so that I know your work will come in late and so that your grade does not suffer. (The fact that you had to study for a chemistry midterm is not considered an emergency.) *Unexcused late papers will lose a half grade for every day after the due date. You may turn in 1 late paper without penalty--choose it carefully; it must be submitted no later than one week from the original due date. The final research portfolio, however, must be submitted on time (Monday, Dec 15 by noon), and late final research portfolios will not be accepted.*
3. Turning in essays: Major essays should be submitted in a 2-pocket folder, with the final draft and reflection in one pocket and the preliminary drafts and response sheets in the other.

TECHNICAL: All papers should follow these conventions (standard for most academic writing):

- have a title;
- state your name, class, and the date;
- be double spaced and in 12 point font;
- have approximately one inch margins;
- have numbered pages;
- be stapled or paper clipped;
- use MLA citation format;
- include a Works Cited section when relevant;
- be spellchecked and proofread (hard copy).

WRITING FOLDER: Be sure to keep *all the writing*, graded and ungraded, that you do for this class. And always remember to save a copy of any paper turned in for any class.

