

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Summer 2013

Discipline: English Writing

ENWR 2559-101: Academic Writing Workshop

Division: Lower

Faculty Name: Maggie Debelius

Credit: 1

Pre-requisites: None

COURSE DESCRIPTION

Welcome to the Summer 2013 SAS Nonfiction Writing Workshop. In this course, you will learn to a variety of techniques to help you write most appropriately for different audiences and situations. If you practice your craft regularly, participate fully in course readings and discussions, and are open to feedback, you will notice an improvement in your writing in just a few weeks. You will write three short pieces and learn to present your SAS experience effectively to different groups.

COURSE OBJECTIVES

In this course, you will:

- Learn how to read, analyze and write several modes of nonfiction writing, with special reference to argument
- Deploy language's many resources, including its figurative power as well as conventions of grammar, punctuation, syntax, to shape and communicate meaning with clarity and fluency
- Develop a persuasive voice
- Figure out how to give and receive useful feedback on writing

REQUIRED TEXTBOOKS

AUTHOR: Graff, Gerald and Cathy Birkenstein

TITLE: They Say/I Say: The Moves That Matter in Academic Writing

PUBLISHER: W. W. Norton

ISBN #: 978-0-393-93361-1

DATE/EDITION: 2009, second edition

TOPICAL OUTLINE OF COURSE

Date	Topic	Assignment to be Completed Before Class
C12-July 12	What Is Good Writing?	

		<p>Kowalski, Colleges Help Students to Translate the Benefits of Study Abroad</p> <p>In class writing</p>
C14- July 18	How Do Arguments Work?	<p>Tannen, "Agonism in the Academy"</p> <p>Graff, "Hidden Intellectualism"</p> <p>Orwell, "Politics and the English Language"</p> <p>Summary (due before class)</p>
C15-July 19	Style Workshop	<p>Revised Summary</p> <p>David Foster Wallace, "Shipping Out"</p> <p>Graff, Preface-Chapter 3</p>
C17- July 27	How to Use Evidence	<p>Carr, "Is Google Making Us Stupid?"</p> <p>Gladwell, "Why the Revolution Will Not Be Tweeted"</p>
C19 August 1	Response Workshop	<p>Response Draft (due before class)</p> <p>Graff, Chapter 4-5</p>
C20- August 2	What to Argue About?	<p>Revised Response Paper</p> <p>Michael Pollan, "Escape from the Western Diet"</p>
C21 August 9	Designing Arguments	<p>Op-Ed Proposal (two paragraphs)</p> <p>Leila Ahmed, Veil of Ignorance</p>

C22- August 10	Op-Ed Workshop	Op-Ed Blog Draft (due before class)
C23- August 17	Presentations	Final Presentations, Op-Eds and Reflection

GRADING

Your final grade will be calculated as follows:

- Summary 20%
- Response Paper 25%
- Op-Ed Blog 30%
- Participation (including attendance, discussion, responding to peers' drafts, and reflection) 25%

ELECTRONIC COURSE MATERIALS

AUTHOR: Leila Ahmed

TITLE: [Veil of Ignorance](#)

JOURNAL: *Foreign Policy*

DATE: May/June 2011

http://www.foreignpolicy.com/articles/2011/04/25/veil_of_ignorance

Nicholas Carr

[“Is Google Making Us Stupid?”](#)

The Atlantic

July/August 2008

<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>

AUTHOR: Ilana Kowarski

TITLE: [Colleges Help Students to Translate the Benefits of Study Abroad](#)

JOURNAL: *Chronicle of Higher Education*

DATE: October 2012

<http://chronicle.com/article/Colleges-Help-Students-to/123653/>

George Orwell

[Politics and the English Language](#)

Horizon

1946

http://www.orwell.ru/library/essays/politics/english/e_polit/

Deborah Tannen

“Agonism in the Academy”

Chronicle of Higher Education

March 31, 2000

http://www9.georgetown.edu/faculty/tannend/pdfs/agonism_in_the_academy.pdf

AUTHOR: David Foster Wallace

ARTICLE/CHAPTER TITLE: "Shipping Out"

JOURNAL/BOOK TITLE: *Harper's*

DATE: January 1996

PAGES: <http://harpers.org/media/pdf/dfw/HarpersMagazine-1996-01-0007859.pdf>

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."