

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Fall 2014**  
**Discipline: English Writing**  
**ENWR 1559-101: Academic Writing Workshop**  
**Division: Lower**  
**Faculty Name: Tanvi Patel**  
**Credit Hours: 3; Contact Hours: 38**

**Pre-requisites:** None

*"There are a thousand thoughts lying within a man that he does not know till he takes up a pen to write."*  
– William Makepeace Thackeray

### **COURSE DESCRIPTION**

Writing is one of the most significant tools for college students since future professors and employers will ask for critical and persuasive pieces on a variety of subjects. For that reason, this academic writing workshop will help you to develop sophisticated expository writing skills in order to produce clear and concise essays for diverse audiences. Specifically, the course will introduce, and allow for practice in, the five pillars of academic prose: argumentation, structure and organization, rhetorical awareness, research ethics, and revision. Centering on themes of world exploration and global awareness, this workshop includes readings on contemporary topics such as memory and preservation, sense of belonging, arrivals and departures, social networking, and cultural borderlands. The readings are meant to compliment and inspire student inquiry and composition. Throughout the course, participants should anticipate learning to ask critical questions, analyze and synthesize texts, collaboratively work with peers, and actively discuss their interpretations. Above all, this workshop invites you to develop your sense of self through writing, encourages originality and inventiveness, and carefully guides you through the sometimes rugged terrain of academic writing.

### **COURSE OBJECTIVES**

- To demonstrate an awareness of the strategies that writers use in different writing contexts.
- To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.
- To create writing that has a clear understanding of its audience, and various aspects of the writing process (inquiry, content, appeals, tone, and diction).
- To produce complex, analytic, persuasive arguments that matter in academic contexts, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- To develop strategies for style, organization, voice and revision of academic prose.
- To review, revise, and edit work in order to comprehend writing as a process.

### **REQUIRED TEXTBOOKS**

**AUTHOR:** Richard Bullock  
**TITLE:** The Norton Field Guide to Writing  
**PUBLISHER:** W.W Norton & Co.  
**ISBN #:** 978-0-393-91956-1  
**DATE/EDITION:** 3<sup>rd</sup> Edition, Feb 2013

## TOPICAL OUTLINE OF COURSE

August 23: Southampton: Embark

### **A1- August 25: Introductions**

Syllabi Overview and Introduction to Academic Inquiry

- HW: Write Student Questionnaires, Read Archibald's "Social History and Memory," & Ch. 41 (Reading Strategies)

### **A2-August 27: What is a Keyword?**

Close Reading strategies, Text Annotation and Definitions of Keywords

- HW: Read "Professing History" by Gorn & Ch. 22 (Writing as Inquiry), Ch. 24 (Generating Ideas) & Ch. 25 (Drafting)

### **A3- August 29: Discussion – Differences between Memory and History**

Discuss the various definitions and categories of Memory as it relates to History.

August 30- September 1: St. Petersburg, Russia

### **A4- September 3: What is the Writing Process?**

Brainstorming, Outlining, and Drafting – Brainstorming for Project Proposal

- HW: Read Ch. 10 (Arguing a Position), Ch. 17 (Proposals), Ch. 33 (Arguing),

September 5-7: Gdansk, Poland

September 8-9: Rostock, Germany

### **A5- September 10: How do I Create an Argument?**

Argument Myths and Strategies, Types of Arguments

- HW: Write Project Proposal for Argumentative Paper & Ch. 4 (Stance)

### **A6- September 12: What is a Counterclaim?**

Practice Counterclaims Exercise and Proposal Workshop, Incorporating Alternative Points of View, Countering other positions

- HW: Do Field Lab Response Paper, Read "Society" by Hendler, Ch. 44 (Finding Sources)  
**(Paper #1 – Project Proposal Due)**

September 14-16: Antwerp, Belgium

September 17-19: Le Havre, France

### **A7- September 20: What is Evidence?**

Introduction to Academic Research, Using Evidence, Types of Evidence,

- HW: Read Ch. 8 (Analyzing a Text), Ch. 37 (Describing) & Foucault's "Panopticism"  
**(Field Work Response Paper 1 Due)**

### **A8-September 22: How do I Analyze? How do I Detach from the Topic?**

Summary vs. Analysis, Analytical Strategies, Subjectivity vs. Objectivity

- HW: Read Ch. 12 (Annotated Bibliographies), Ch. 45 (Evaluating Sources), Ch. 48 (Acknowledging

sources) Ch. 49 (Documentation), Ch. 50 (MLA Style)

September 24-27: Dublin, Ireland

**A9- September 28: What is a Good Source?**

Identifying Academic Sources, Textual Reliability and Citation

- HW: Read Ch. 46 (Synthesizing Texts), Ch. 47 (Quoting, Paraphrasing, and Summarizing)

**A10- September 30: How do I Integrate and Respond to Texts?**

Inter-textuality and Entering Academic Debates

- HW: Write Annotated Bibliography Draft, Read Ch. 27 (Getting Response and Revising)

October 1-2: Lisbon, Portugal

October 3: Transit

October 4-5: Cadiz, Spain

**A11- October 7: How do I Respond to Peer Work?**

Peer Review Workshop

- HW: Revise Paper #2, Read Ch. 2 (Audience)  
(Paper #2 – Annotated Bibliography Draft Due)

October 8-11: Casablanca, Morocco

**A12- October 13: Who Am I Writing For?**

Audience awareness and Warrants

- HW: Read Ch. 30 (Beginning and Ending), Ch. 31 (Guiding Your Reader)  
(Paper #2 – Final Draft Due)

**A13- October 15: How Do I Structure the Essay?**

Organizational Strategies, Transitions, Structural Choices

- HW: Read & Fish's "How to Recognize a Poem..."

October 16-19: Dakar, Senegal

**A14- October 21: Why is my Argument Important?**

Adding Stakes to Arguments, Academic Significance Practice

- HW: Write Field Lab #2 Paper

**A15- October 23: Student Arguments Workshop**

(Field Lab Response Paper 2 Due)

- HW: Read Joseph's "Community"

October 25-26: Takoradi, Ghana

October 27-28: Tema, Ghana

**A16- October 29: How Do I Formalize My Writing?**

Casual vs. Formal Tone, Avoiding Figurative Language and Colloquialisms

- HW: Work on Presentations

### **A17-October 31: Student Project Presentations Practice and Rehearsal**

- HW: Work on Presentations

Study Day: November 2

### **A18-November 3: Student Project Presentations**

- Read Ch. 26 (Assessing Your Own Writing)

### **A19- November 5: Student Project Presentations**

- HW: Write Field Lab #3 Paper

Rio de Janeiro: November 7-9

In-transit: November 10-11

Salvador: November 12-14

### **A20- November 15: Writing Style Workshop I:**

Rhetorical Choices and Passive vs. Active Voice

- HW: Read Carr's "Is Google Making Us Stupid?"  
(Field Lab Response Paper 3 Due)

### **A21- November 17: Writing Style Workshop II:**

Concision and Avoiding Choppiness

- HW: Write First Draft of Argumentative Essay, Read Ch. 27 (Editing and Proofreading)

Study Day: November 19

### **A22- November 20: Peer Review Workshop of Argumentative Essay**

- HW: Read Ch. 18 (Reflections)  
(Argumentative Essay First Draft Due)

November 22-24: Bridgetown, Barbados

### **A23- November 25: Writing Tools 101**

Grammar Overview, Punctuation Rules and other Convention

- HW: Write Final Draft of Argumentative Essay

### **A24- November 27: What is Revision?**

Revising, Editing, and Proofreading

- HW: Write Photo Reflection Essay  
(Argumentative Essay Due)

November 29 - December 2: Havana, Cuba

December 3: Study Day

### **A25-December 4: Last Day of Class - (Final Photo Reflection Due)**

December 8: Ft. Lauderdale: Debark

## FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

### **FIELD LAB:** *Got Tsar?: Locating “Memory” in St. Petersburg (Day 2: Sunday, 31 August)*

During the first weeks of the semester, our class will focus on the keyword of “memory” to aid student development of critical thinking and writing skills. But memory, as many authors will have noted, marks a striking resemblance to history and this field lab aims to differentiate the two keywords in order to better comprehend the nuances of material, historical and collective memory. The day will begin with a brief on-ship discussion about the ways in which memory can be found in architecture, prominent figures, signs and cultural artifacts. Then, the class will travel to the Peterhof Palace in order to comprehend the memory of Tsar Peter the Great and the many battles waged on the iconic landmark and its cultural contents. Students will identify the material memory housed in this iconic Russian landmark. After lunch break in Nevsky Prospekt, students will travel to the House of Books (Singer House) where they will peruse the shelves for literature on Russian memory. How are writers preserving the memory of Russia? Finally, students will go to The Church of the Savior on Spilled Blood, a non-traditional medieval Russian museum dedicated to the memory of Tsar Alexander II, who was assassinated at this location. Taking in the architecture and mosaics of the sight, students will develop a sense of Russia’s collective memory associated with this monument. In the end, the lab will broaden student perspectives on traditional and academic definitions of memory in order to generate a more global understanding of the keyword and aid them in preparing for research on their own keywords.

## ACADEMIC OBJECTIVES

1. To understand the distinctions between memory and history as key terms
2. To learn how to close read and analyze cultural attractions with the lens of a keyword
3. Gain a higher appreciation for the combination of textbook knowledge combined with fieldwork

## FIELD ASSIGNMENTS

Prior to the field lab, students will have read Elliott Gorn’s “Professing History” and Robert Archibald’s “Social Memory and History” in order to see St. Petersburg through the lens of memory. During the field lab, students will be asked to take critical notes on their changing notions of collective and material memory in order to complete the first lab response paper and begin generating proposal papers for their own keywords. Specifically, at each location, students will do a short free-write answering guided questions on memory after viewing the site. At the House of Books, students will be asked to find two quotes about or relating to the theme of memory. Then, following the field lab, students will write a field lab report paper on how they define “memory” in light of their field experience.

## PARTICIPATION

Participation is *key* in this class. You will discover that participating actively will help you learn the material and generate ideas in a more productive fashion. **Participation includes attending class, being fully prepared for class, turning assignments in on time, submitting complete assignments and drafts, contributing ideas to class discussion, quizzes, attending the required field lab and constructively commenting on the work of your peers.** Participation is **25%** of your final grade.

## ATTENDANCE

Although I will not grade you only on attendance, I will be taking attendance every day. Since we tend to cover large amounts of material in this course, you should plan to attend every time the class meets. More than two (un)excused absences will negatively affect your final grade. More than FIVE (un)excused absences will likely result in a Failing grade. If you do plan on being absent, please let me know at least 24 hours in advance. In the unlikely chance you do miss a class, it is your responsibility to find out what we covered and get any assignments for that day.

I expect that you will come prepared for class every day. This includes bringing your readings, a notebook, pens, and your homework. Make sure to complete all of the reading and the assignments before class. **Any late final papers will get a 1/3 grade deduction per day.** All assignments are due at the beginning of class. If you have a very good reason why your paper will be late, please let me know at least 24 hours in advance and we can discuss it. Please be honest with me so I can help you.

## FORMATTING PAPER GUIDELINES

All of your work must be typed, stapled, double spaced, 12pt font, and formatted with one-inch margins. I recommend using Times New Roman. Make sure to put your name, date, and the class on your assignments. Also, you will be using MLA style citation. You can find MLA information online in the writing handbooks and library.

## GRADING

While written papers rarely have a “correct answer,” this course will follow an A-F Grading scale. Top marks will go to essays that: present information accurately and make logically sound arguments, develop ideas fully and in an organized fashion, display complexity of thought and appreciation of various perspectives, approach issues and problems from creative angles, are noteworthy for their overarching focus and coherence; and engage course readings and/or lectures in sufficient depth.

## METHODS OF EVALUATION / GRADING RUBRIC

Assignment	Percentage	Points
Participation	25 %	125
Project Proposal	10%	50
Annotated Bibliography	10 %	50
Presentations	10%	50
Argumentative Paper	20 %	100
Photo Reflection	10%	50

Field Lab Reports	15%	75
Total	100%	500pts

\*\* You may also keep a journal that allows you to respond to shorter homework assignments and writing exercises.

### **RESERVE LIBRARY LIST**

AUTHOR: Burgett and Hendler  
 TITLE: Keywords for American Cultural Studies  
 PUBLISHER: NYU Press  
 ISBN #: 978-0814799482  
 DATE/EDITION: 2007

AUTHOR: Graff and Birkenstein  
 TITLE: They Say/I Say  
 PUBLISHER: W.W. Norton & Co.  
 ISBN #: 978-0393933611  
 DATE/EDITION: 2009

### **ELECTRONIC COURSE MATERIALS**

AUTHOR: Burgett and Hendler  
 CHAPTER TITLES: Culture, Class, Race, Society, Globalization, Community, City, Public, Immigration, Diaspora  
 BOOK TITLE: Keywords for American Cultural Studies  
 DATE: 2007  
 PUBLISHER: NYU PRESS

### **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].”