

Writing 39C: Argument and Research

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HH 230

From the 39C Common Syllabus:

*Like WR 39B, 39C focuses on **critical reading** and **rhetoric** and teaches you intellectual strategies for identifying, understanding, and then using various genres and rhetorical situations for important **communicative purposes**. 39C deepens your understanding of rhetoric and communication by teaching you how to **conduct research** and to evaluate and use various types of evidence. **The reading, composing, and researching practices you will learn in this course and the various intellectual strategies you develop will help you to succeed in your other courses, prepare you to engage in the university community and in your chosen discipline, and deepen your perspective on current issues and problems and the idea of social justice itself.***

Over the next ten weeks, this composition-based course will familiarize you with the (often intimidating) process of academic research and writing by situating you within a larger historical conversation surrounding a specific social justice issue. This section of 39C utilizes the core text *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, a collection of essays edited by Barbara Ehrenreich and Arlie Russell Hochschild. As such, we will begin the course by engaging with a variety of issues at the intersection of feminism and global capitalism in the 21st century. However, we will utilize the core text primarily as a tool for understanding and developing a *process* of writing attuned to each of our goals and needs, which will then enable us to craft comprehensive and compelling multimodal arguments within our own fields of interest.

In short, this course will teach you how to:

- Locate and identify credible sources in a variety of mediums
- Connect sources to each other and to a unifying research question
- Employ sources in the service of a formal, argumentative essay
- Effectively communicate the historical background, current issues at stake, and potential critical strategies of addressing a specific social justice issue
- Use multimodality as an argumentative tool

Ultimately, the research and writing skills you cultivate in this course should readily transfer to your own field of study, **so that you are able to effectively communicate your critical perspective in both your academic and your professional lives.**

Attendance: Class attendance is **mandatory** and in order to earn a passing grade you must regularly attend class. Excessive absences (more than two unexplained absences) will cause your grade to suffer. If for any reason you are unable to attend a class meeting, I encourage you to contact me as soon as possible.

Participation: I expect you all to arrive to each meeting with the materials and mindset necessary for a critical and engaging class discussion. This means bringing substantial drafts of your papers on workshop days and actively participating in group and individual in-class assignments.

Academic Honesty: Plagiarism is grounds for failure. We will use TurnItIn.com to check all course submissions for their similarity to web and print sources, as well as to papers already submitted for other sections in the 39 series. *Note: submitting the same work for more than one class without notifying the instructor is considered plagiarism at UCI.*

Overview of Assignments and Grading

This course will consist of three primary assignments and a number of secondary assignments designed to bolster and enrich the work each of you will be doing throughout the quarter on primary assignments.

Grade Breakdown:

- *Participation* (5%) - determined at end of quarter
- *Historical Conversations Project* (25%)
- *Advocacy Project* (40%) = Composition (30%) + Presentation (10%)
- *ePortfolio* (30%)

The following will be supplemented by comprehensive prompts and student examples at the time of assignment. The descriptions below are merely summaries for your reference. All projects rely heavily on the effective incorporation of credible sources and multimodality.

Historical Conversations Project: For this initial project you will identify and describe a significant political, cultural, or social problem that you recognize as **relevant** and **at stake** today. This problem will serve as the focus of your writing throughout the remainder of the quarter, so it's important you use this opportunity to create a sturdy foundation for the arguments you'll build later on in your Advocacy Project. In summary, the HCP familiarizes you with the process of researching, contextualizing, and historicizing a specific issue in an academic or professional field. Most importantly, by giving you a firm grasp on the history of your issue, this project will empower you to add your unique voice to the "historical conversation" surrounding it.

Advocacy Project: As previously mentioned, the Advocacy Project will build upon the foundation you create with your Historical Conversations Project. Advocacy, in broadest terms, means working to garner public awareness and support in order to productively address an issue at stake. The type of complex problems with which we'll be dealing will

not have any simple solutions. Thus, in this second project, you will face the problem at the center of your HCP and identify the various reasons why this problem has not yet been solved. The AP will require, more than anything else, a critical evaluation of your issue's roots, the secondary problems related to your issue, and the communities these issues affect. This will allow you finally to present and then critically examine the benefits and costs of potential reparative or ameliorative actions. ***At the end of the quarter, you will all share the exciting work you're undertaking during short in-class presentations.**

ePortfolio: The ePortfolio, your final 39C project, will ask you to engage with the research and writing process you've developed over the course of the quarter, specifically through your Historical Conversations and Advocacy Projects. You will reflect upon the research strategies you've implemented and the rhetorical decisions you've made in crafting those compositions and then create a critical narrative of your progress as a writer and researcher.

For further clarity regarding course policies and requirements, refer back to the Composition Program's 39C Common Syllabus. To access this syllabus, find the pdf under "General Course Files" on our Canvas course space, or go to: <http://comp.humanities.uci.edu/courses/wr-39c/>

Functional Course Schedule

Below you will find a general structure for the development of our research projects, which will be supplemented by readings from *Global Woman*, the AGWAR, and other external sources. Readings and other secondary assignments will be assigned in class and posted to Canvas by the Friday prior to the coming week's meetings. Any changes to the schedule will be announced in class and posted on Canvas.

Week 1 (3/28 - 4/1) - Where am I? - What's at Stake? (Getting Situated)

Introduction to the course, to process, and to materials

***HCP Proposal due by 5 PM Sunday (4/3)**

Week 2 (4/4 - 4/8) - What should I know? (Digging into Research)

Wed. 4/6: *LIBRARY WORKSHOP* Multimedia Resources Center 166 (Ayala Library)

Popular vs. Scholarly Sources; How to create and utilize annotated bibliographies

Week 3 (4/11 - 4/15) - Who cares? - Why care? (Engaging with Sources)

Summarizing the summary; the politics of representation
Using multi-modality effectively

***HCP 1st draft due by 5 PM Friday (4/15)**

Week 4 (4/18 - 4/22) - Why are we arguing? - How are you arguing? (Getting Critical)

Airing 1st draft grievances; Critiquing media
Writing critique how-to; Peer review

Week 5 (4/25 - 4/29) - Am I convincing? - Do you believe me? (Self- and Peer-Criticism)

Peer review

***HCP final draft due by 5 PM Friday (4/29)**

Week 6 (5/2 - 5/6) - So what? - Now what? (From Problems to Possibilities)

Introduction to Advocacy Project

Source exploration; Getting critical with proposed solutions; How to *not* solve your problem

***AP Proposal due by 5 PM Friday (5/6)**

Week 7 (5/9 - 5/13) - What's helpful in context? - When should I use it? (Multimodality)

Source integration workshopping

***AP 1st draft due by 5 PM Friday (5/13)**

Week 8 (5/16 - 5/20) - What have I done so far? - How can I go any further? (Check-In)

***CONFERENCE WEEK: All of you will sign up for a conference slot with me at some point during this week to discuss AP drafts**

Preparing presentations; Self-assessment for productive conferencing
Presentations

***AP 2nd draft due by 5 PM Friday (5/20)**

Week 9 (5/23 - 5/27) - What have you been doing? (Sharing Our Work)

Presentations + refining final drafts
Presentations + ePortfolio workshopping

***AP Final draft due by 5 PM Sunday (5/29)**

Week 10 (5/30 - 6/3) - How do I transfer this knowledge? (Course in Review)

Presentations + Finalizing your ePortfolio + Class wrap-up

***ePortfolio due by 5 PM Wednesday (6/8)**

***Final note:** This course is structured to challenge you in terms of both quality of criticism and quantity of work expected. Should you find yourself struggling in such a manner as to potentially threaten your ability to pass the course, please come to me sooner rather than later. I am more than happy to work with you in order to find a strategy that works best for you and your circumstances. However, if you do not approach me with these issues in a timely manner I cannot guarantee any retroactive guidance or leeway come Exam Week.

Required texts

Ehrenreich, Barbara, and Arlie Russell Hochschild. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan, 2003.
Eason, Loren. *Anteater's Guide to Writing and Rhetoric*, 5th Edition. UC Irvine: 2015.