

**Sample WRIT 105 Syllabus for
Approaching Great Ideas: Critical Readings for College Writers
by Lee A. Jacobus**

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Class 1	<p>Introduction to Course Review syllabus, course schedule, and Canvas site [In addition to reviewing the course schedule and syllabus, you can supplement the first day of class by having a class-wide discussion about what it means to think critically and why is thinking critically important.]</p>
Class 2	<p>Discussion of the Writing Process and How to Read Critically</p> <p>Read: “W-3: Writing Processes” - <i>The Little Seagull Handbook</i>, pp. 9 - 16 [Use this reading to introduce students to the overall writing process. This can be a short discussion about the parts of the writing process and defining each part. When students start drafting essay 1 later in the course, you can build on this process at that time.]</p> <p>Read: “Part 1: Reading and Writing about Great Ideas” - <i>Approaching Great Ideas</i>, pp. 3 - 18 [Use this chapter to help students understand the how to read critically critically, access the text, make notes, compose questions, etc. Suggest that you show students some examples of how to read critically during this class.]</p> <p>See Also: “W-1: Writing Contexts” and “W-16 Reading Strategies” - <i>The Little Seagull Handbook</i>, pp. 2-5; 83-88 for additional work with analyzing texts.</p>
Class 3	<p>Review of Annotated Reading and Plagiarism</p> <p>Due: Annotated reading (include margin notes, questions, underlining/highlighting, etc.) [Suggest that you select a short newspaper article from online and assign it to students to read and annotate. This should be due by the start of Class 3 so it can be reviewed in class.]</p> <p>Read: “R-4g: Avoiding Plagiarism” - <i>The Little Seagull Handbook</i>, pp. 117-118 [Go over plagiarism, what it means, university policies, etc. The plagiarism policy is on Canvas and a common part of all syllabi. Avoiding plagiarism is briefly discussed in this reading.]</p>
Module 1: How Democracy Relates to Human Rights	
Class 4	Part 1. Module 1 Assignment Sheet

	<p>[Create a module 1 assignment sheet that includes the following essay question, the length of the essay (suggested 4-5 pages long double spaced), number of sources you require, inclusion of Works Cited page.]</p> <p>[Module 1 Essay Question - How does democracy relate to human rights? In answering this overall question, first consider what democracy means and what do human rights entail. Then, focus a majority of the essay on analyzing the relationship between democracy and human rights.]</p> <p>Part 2. Discussion of Readings - Defining Democracy</p> <p>Read: Alexis de Tocqueville, “The Idea of Rights in the United States” - <i>Approaching Great Ideas</i>, pp. 84 - 87</p> <p>Read: Emile Durkheim, “The Intellectual Elite and Democracy” - <i>Approaching Great Ideas</i>, pp. 90 - 93</p> <p>[There are discussion questions at the end of each reading in the textbook. It is up to you as the instructor is you want to assign specific questions for homework, do some of them in class, or to come up with your own questions.]</p>
Class 5	<p>Discussion of Readings - The Argument for Democracy</p> <p>Read: Robert A. Dahl, “Why Democracy” - <i>Approaching Great Ideas</i>, pp. 96 - 108 [Discuss the reading in class but also sketch out how democracy is historically defined and how it is enacted today in the U.S. Having students understand what democracy means and how there can be some argument about the enactment of democracy is important to flesh out in order for students to engage with the readings later in this module.]</p>
Class 6	<p>Discussion of Readings - Is Democracy the only way?</p> <p>Read: Cornel West, “The Deep Democratic Tradition in America” - <i>Approaching Great Ideas</i>, pp. 111 - 117</p> <p>Read: Fareed Zakaria, “Illiberal Democracy” - <i>Approaching Great Ideas</i>, pp. 120 - 125 [Discuss how democracy is very deeply rooted in the U.S. and in its application and viewpoints on human rights. Discuss other countries like Russia and China that are not democracies and how that affects their application and viewpoints on human rights. Must a country be democratic in order to value human rights? Discuss examples that support and refute that claim that democracy is the only way.]</p> <p>Read: “W-7: Arguments” and “W-8 Rhetorical Analysis ”- <i>The Little Seagull Handbook</i>, pp. 43-48; 49-53 [Use this reading to help students get started on drafting M1 Exploratory Draft.]</p>

Class 7	<p>M1 Exploratory Draft Due at start of class</p> <p>In-class workshop on central claim, topic sentences, and paragraph organization.</p> <p>Read: “W-4: Developing Paragraphs” - <i>The Little Seagull Handbook</i>, pp. 17 - 29 [Use this reading to introduce students to the parts of the paragraph, flow, and breaking away from the 5 paragraph essay format.]</p>
Class 8	<p>M1 Middle Draft Due - at least 2 full pages with textual evidence</p> <p>Peer review in class</p>
Class 9	Workshop on Integrating Sources
Module 2: How Freedom Depends on Justice	
Class 10	<p>Part 1. Module 2 Assignment Sheet [Create a module 2 assignment sheet that includes the following essay question, the length of the essay (suggested 4-5 pages long double spaced), number of sources you require, inclusion of Works Cited page.]</p> <p>[Module 2 Essay Question - What does justice mean in the U.S. today? What does freedom mean? And how are they related? How are they complicated by race, gender, class and/or citizenship?]</p> <p>Part 2. General Class Discussion on Justice and Freedom in the U.S.</p> <p>Read: Franklin Delano Roosevelt, “The Four Freedoms” - <i>Approaching Great Ideas</i>, pp. 153 - 158 Read: John Rawls, “A Theory of Justice” - <i>Approaching Great Ideas</i>, pp. 159-165</p> <p>Due: M1 Final Draft by 11:59 pm</p>
Class 11	<p>Read: Baldwin, “My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation”- <i>Approaching Great Ideas</i>, pp. 169-173 Read: King, Jr. “I Have a Dream”- <i>Approaching Great Ideas</i>, pp. 176-180</p>
Class 12	Read: Amartya Sen, “The Idea of Justice,” <i>Approaching Great Ideas</i> ,

	<p>pp. 183 - 187 Read: bell hooks, "Feminist Politics: Where We Stand," <i>Approaching Great Ideas</i>, pp. 190 - 195</p>
Class 13	M2 Exploratory Draft Due
Class 14	<p>M2 Middle Draft Due - Peer review</p> <p>Due: Midterm Review - Final Draft of M1 Essay, early draft of M2, and short 1-2 paragraph reflection (see Canvas for specifics)</p>
Class 15	Conferences/ Draft Review
Module 3: Documented Essay: How Society Regards Wealth and Poverty	
Class 16	<p>Part 1. M3 Assignment Sheet [Create a module 3 assignment sheet that includes the following essay question, the length of the essay (suggested 6- 8 pages long double spaced), number of sources you require, inclusion of Works Cited page.]</p> <p>[Module 3 Essay Question - 1) How does education play a role in wealth and poverty today in the U.S.? OR 2) Explore the struggle for minimum wage and how it's related to wealth and poverty as well as how they are related to the raising of the middle class in the U.S. and obligations to the poor.]</p> <p>Part 2. Discussion of Labor and its connections with Wealth & Poverty</p> <p>Read: Adam Smith, "The Value of Labor" - <i>Approaching Great Ideas</i>, pp. 281-286</p> <p>Due: M2 Final Draft by 11:59 pm</p>
Class 17	<p>Discussion on Wealth and its "value" in the U.S.</p> <p>Read: Andrew Carnegie, "The Gospel of Wealth"- <i>Approaching Great Ideas</i>, pp. 289-300</p>
Class 18	<p>Discussion on Poverty, Financial Inequality, and Obligations to the Poor</p> <p>Read: John Kenneth Galbraith, "Inequality" - <i>Approaching Great Ideas</i>, pp. 317-326</p>

	Read: Michael Gazzaniga, "Toward a Universal Ethics" - <i>Approaching Great Ideas</i> , pp. 414-426
Class 19	<p>Discussion on the role of the Middle Class in the U.S. and its relationship with Wealth and Poverty</p> <p>Read: Elizabeth Warren, "The Vanishing Middle Class" - <i>Approaching Great Ideas</i>, pp. 344-354 Read: John Dewey "Education and Morality"- <i>Approaching Great Ideas</i>, pp. 400-402</p>
Class 20	<p>Class Discussion - both essay questions</p> <p>Read: "R-1: Doing Research"- <i>The Little Seagull Handbook</i>, pp. 90-102 [Use this reading to introduce students to the steps of research and to prepare for Library Day.]</p> <p>See also: "W-12 Proposals" -<i>The Little Seagull Handbook</i> pp. 66-69 and "W-14 Annotated Bibliographies" - <i>The Little Seagull Handbook</i> pp.74-78 for additional options in the research process.</p>
Class 21	Library Day
Class 22	M3 Exploratory Draft
Class 23	<p>M3 Middle Draft - at least 2 pages with textual evidence</p> <p>Peer review</p>
Class 24	M3 Middle Draft - Part 2 - at least 4 pages with textual evidence
Class 25	<p>Counterargument and Further Engagement with Sources</p> <p>Revisit: "R-4 Integrating Sources, Avoiding Plagiarism"- <i>The Little Seagull Handbook</i> pp. 107-118. [Use this to help reinforce avoiding plagiarism and to help students work more fully with a variety of secondary sources.]</p> <p>See also: MLA Style in <i>The Little Seagull Handbook</i> pp.119 for a MLA 8 workshop</p>
Class 26	Conferences
Class 27	Conferences
Class 28	<p>Portfolio Assignment Sheet</p> <p>Due: M3 Final Draft by 11:59 pm</p>
Class 29	Portfolio Drafting and Revision

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