Course Information:
Day and Time: Tuesdays, 6:00-8:30 p.m.
Room: Louderman Hall, 461
Instructor: Greg Ott
Email: gott@wustl.edu
Phone: (314) 935-4899
Office: Ridgley Hall, 216
Office Hours: Tuesdays, 5-6 p.m., or by appointment

Course Description:
This course teaches students to engage critically with scholarship, construct convincing arguments, and write persuasive research papers. We will study how other writers achieve these goals, and then use a proven model of researched writing to write an argument about a text of your own choosing that includes accurate use of primary and secondary sources. While concentrating on a single research project throughout the semester, we will give attention to revision and organization, library research strategies, academic citation conventions, and electronic search engines and sources. This course is required for all University College undergraduate degree candidates and must be taken at Washington University. Prerequisite: U11-101 or its equivalent.

Required Course Books:
- Laurence Behrens and Leonard J. Rosen, A Sequence for Academic Writing, 6th edition

Blackboard:
Blackboard will be used to post assignments, readings, and announcements, such as changes to the syllabus. It will NOT be used for paper submission or tracking grades or attendance.

Readings
Complete assigned readings before class. As you read, attend to both the form and content of the texts, making notes and marking significant passages. Look up unfamiliar terms and allusions. Keep a list of questions and observations to contribute to class.

Attendance
You should plan to attend each session and to arrive on time with printed copies of your assignments. After one absence, each missed class will reduce your final grade by one-third of a letter grade (A to A-, for example). Also, please arrive on time; three tardies constitute one absence. If for some reason you will be absent or late, or you will need to leave early, inform me prior to that class. When you are absent, you need to complete and submit missed work.

Participation
Please be present in mind as well as body: phones and computers are unnecessary. Participation includes offering observations, analysis, and questions in our class discussions. Timely and thorough completion of readings and assignments will prepare you to participate fully in class.
**Accommodations for Disability**

If your work for this class requires special arrangements because of a disability, please apply for accommodations through Cornerstone: The Center for Advanced Learning: http://cornerstone.wustl.edu/DisabilityResources.aspx. As long as I receive timely guidance in writing from Disability Resources, you may receive any specific accommodations for which you are eligible. Disability Resources serves as the official university resource for approving and arranging students’ accommodations, and handles all information confidentially.

**Academic Integrity**

The University’s academic integrity policy requires you to conduct your studies honestly and industriously. This means that you have a responsibility to yourself, to your classmates, and to me to submit exercises and essays that represent the thinking, reading, research, and writing that you have done for this class. To avoid plagiarism, be sure to distinguish between your ideas and the ideas of others with careful explanation, quotation, and citation in your writing. Plagiarism will result in disciplinary action. Please review the university’s academic integrity policy for more information: http://ucollege.wustl.edu/faculty/academic_integrity. If you have questions about academic integrity, please consult me.

**Assignments:**

To pass the class, students must submit all assignments, regardless of their relative value, in the order they are assigned. Assignments are worth the following points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>100</td>
</tr>
<tr>
<td>Critique</td>
<td>100</td>
</tr>
<tr>
<td>Research Reconnaissance</td>
<td>50</td>
</tr>
<tr>
<td>Working Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Summary and Critique of Sources 1 &amp; 2</td>
<td>125</td>
</tr>
<tr>
<td>Summary and Critique of Sources 3 &amp; 4</td>
<td>125</td>
</tr>
<tr>
<td>Explanatory Synthesis</td>
<td>200</td>
</tr>
<tr>
<td>Introductory Paragraph and Outline for Argument Synthesis</td>
<td>50</td>
</tr>
<tr>
<td>Argument Synthesis</td>
<td>200</td>
</tr>
</tbody>
</table>

For a final course grade, students receive a letter grade according to the following scale:

- A+ 980-1000; A 930-970; A- 900-920; B+ 870-890; B 830-860; B- 800-820; C+ 770-790 C 730-760 C- 700-720; D+ 670-690; D 630-660; D- 600-620; F 590 or below

**Note on “Grade Withheld” Policy:**

If a paper includes serious grammar errors, the grade will come with a note “Grade Withheld.” The student will have one week to revise the essay for serious errors and present instruction to the class for the most flagrant grammatical issue. (Purdue’s OWL will serve as a useful resource in this regard.) Once the revision and presentation have been completed to satisfaction, the grade will be entered into the grade book.

If the revision is not completed and submitted on time, the paper grade will be lowered one full grade (i.e., from B- to C-) and entered into the gradebook with that lower grade.
Class Schedule

Jan. 13  Topic:  Introduction to Critical and Researched Writing  “Digging” [handout]

Jan. 20  Topic:  Summary, Paraphrase, and Quotation  
Readings:  “Fundamentals of Scientific Management” [BB]  
           *Sequence*, 2-52 and 270-280

Jan. 27  Topic:  Critical Reading  
Readings:  “In the Age of the Smart Machine” [BB]  
           *Sequence*, 54-68
Assignment:  Rough Draft of Summary DUE

Feb. 3  Topic:  Critique  
Readings:  “It’s the Technology, Stupid” [BB]  
           “The Knowledge Economy” [BB]  
           *Sequence*, 70-82  
Assignment:  Final Draft of Summary DUE

Feb. 10  Topic:  Analysis  
Readings:  “Invisible Work” [BB]  
           *Sequence*, 170-198
Assignment:  Rough Draft of Critique DUE

Feb. 17  Topic:  Explanatory Synthesis  
Readings:  “Beach Time, Bridge Time, and Billable Hours: The Temporal Structure of Technical Contracting” [BB]  
           “Are We Not Temps?” [BB]  
           *Sequence*, 84-121
Assignment:  Final Draft of Critique DUE

Feb. 24  Topic:  Finding and Citing Sources (MEET AT THE ARC, Olin Library)  
Reading:  *Sequence*, 236-269

Mar. 3  Topic:  Identifying a Research Topic and Question  
Reading:  “Overworked Individuals or Overworked Families?” [BB]  
Assignment:  Research Reconnaissance DUE

Mar. 10  SPRING BREAK:  No Class
Mar. 17  Topic:  Writing as a Process of Drafting
  Reading:  *Sequence*, 202-235
  Assignment:  Working Bibliography DUE

Mar. 24  Topic:  Shaping and Styling Paragraphs
  Assignment:  Summary and Critique of Sources 1 and 2 DUE

Mar. 31  Topic:  Styling Sentences and Words
  Assignment:  Summary and Critique of Sources 3 and 4 DUE

April 7   Works-in-Progress Presentations

April 14 Topic:  Argument Synthesis
  Reading:  “Maid to Order: The Politics of Other Women’s Work” [BB] *Sequence*, 122-169
  Assignment:  Explanatory Synthesis DUE

April 21 Topic:  Organizing Support and Plagiarism
  Reading:  “Between the Toe and the Heel: Jobs and Emotional Labor” [BB]
  Assignment:  Model Paragraph and Outline for Argument Synthesis DUE

April 28 Topic:  One-on-One Reviews and In-class Work

May 5  Topic:  Final Presentations

May 8  Assignment:  Argument Synthesis DUE