

University Writing 1010.303

Spring 2024

MW 8:40am–9:55am

201D Philosophy Hall

Instructor: Emily Everett Garrison (she/her)**Email:** eeg2145@columbia.edu**Office hours/location:** MW, 10-11am, 310 Philosophy Hall**Mailbox address:** 310 Philosophy Hall**Readings in Film & Performing Arts**

Course Description

What is this course about?

University Writing teaches undergraduates to read and write essays in order to participate in intellectual communities at Columbia and beyond. Rather than approaching writing as an innate talent, this course teaches writing as a learned skill that can be developed. Students will use writing as a way of thinking.

We will learn to craft lucid and engaging prose through the disciplinary lens of film and performing arts. We will work with films, theatrical events, and other audio/visual media as objects of inquiry and as analytical sources to help us interpret the world.

You need not be a film or performing arts expert to take this course. My goal is for you to become:

- confident as a reader and writer
- collaborative in the classroom and in your writing
- responsible as a researcher
- capable of writing clear, persuasive prose
- inquisitive as a consumer of multiple forms of entertainment and media

This course offers you the opportunity to appreciate the multitude of ways that the writing process can be approached, value your unique thoughts as a writer, appreciate the role that essays take in contemporary society, and see writing as an essential part of your critical thinking process.

The course invites students to mobilize the linguistic diversity that each person brings to the class. You will learn to make strategic decisions in order to convey your ideas in language that engages readers.

Required Texts

What will we read and engage with in this course?

You will need to purchase one book:

How Scholars Write by Aaron Ritzenberg and Sue Mendelsohn

You can purchase print copies at the University bookstore, Amazon, or at:

<https://global.oup.com/academic/product/how-scholars-write-9780190296735>

Additional readings will be assigned from The Morningside Review:

Which is a journal of select essays written by students who have completed Columbia's Undergraduate Writing Program:

<https://www.morningsidereview.org>

Our class film and performance texts will be available on streaming platforms:

Where possible, the texts or videos will be available on Course Reserves.

The syllabus, readings, assignments, and links to resources are available on CourseWorks:

<https://courseworks.columbia.edu/>

Assignments

What will I do in this course? What will I learn?

You will complete four essay projects:

- **Essay 1, “the analytical essay”**

You will write an analytical essay focusing on one text of your choosing from a selection I provide and learn to:

- analyze a single text
- identify and articulate a scholarly problem in response to a single essay
- formulate an interesting claim in response to a problem
- demonstrate skills in close reading, including distinguishing observation from analysis
- draw on evidence persuasively, quoting from the text when necessary, summarizing or paraphrasing accurately and responsibly when appropriate

- **Essay 2, “the conversation essay”**

You get to practice the same analytical skills from the first essay, but you’ll work with multiple texts (usually 2-3) of your choosing from a selection I provide, and learn to:

- synthesize multiple texts
- identify and articulate a scholarly problem that spans more than one text
- select, present, and analyze evidence from multiple sources
- put sources in conversation with one another to demonstrate how they complicate, amplify, revise, or extend each other’s arguments
- create intertextual links within coherent and cohesive paragraphs

- **Essay 3, “the research essay”**

You get to practice all the skills from the first two essays, examining a piece of media of your choosing, using 6-10 texts of your choosing to help you carry out that examination, and learn to:

- research and synthesize multiple texts
- practice advanced research techniques using the Columbia Library resources to identify, locate, and discriminate among a variety of sources
- seek out and participate in a scholarly conversation by developing a clear stance that advances the existing discussion
- offer analysis of sources, interpreting their central claims, evaluating their arguments, and explaining their significance in terms of the student’s own project
- develop strategies for managing sources ethically

- **Essay 4, “going public”**

You get to combine all the work you’ve done to create a public-facing essay of your choice, and learn to:

- distill a researched argument into an op-ed
- extract the most important ideas from a previous essay into clear, concise prose
- identify and adhere to the unique style and demands of a specific publication
- engage a readership beyond the university
- reflect on how to transfer University Writing skills to various rhetorical situations

We will work towards these essays in progressions that include three types of writing:

- **Homework:** (100-400 words)
- Pre-draft homework exercises will help you develop skills and ideas as you work toward your essay draft. Feel free to use sentences and paragraphs from your pre-draft exercises in your drafts.
- **Exploratory drafts and formal drafts:** (750+ words)
- You will write one or more drafts prior to submitting a final version of your essay. Please think of drafts as the best possible piece of writing you can do at the time. The stronger the draft at any stage of composing, the more useful will be the feedback you receive. Strive to meet the specific goals listed with each assignment.
- **Final essays:** (750+ words)
- A final essay is the most public kind of writing you will produce for this course. Your essay should aim to persuade astute, interested readers who are unfamiliar with the texts you engage and convince them of why your argument is significant.

Course Policies

Attendance

The discussion and workshop elements of this course cannot be made up, so attendance is vital. Absences due to illness, religious observance, athletic commitments (e.g., away games), and section changes are excused providing that you submit the proper documentation. If you have to miss a class, create a plan with me to stay up-to-date with coursework.

Documentation for excused absences

- **Illness / caretaking responsibilities:** If you can, email your instructor to indicate that you will be unable to attend class. We can then make a plan about how you can make up the work.
- **Religious / cultural observance:** By the fourth class session, email your instructor—and copy your academic advising dean—with a list of the dates you will be absent. Create a plan with your instructor to stay up-to-date with coursework.
- **Athletic commitments:** Participation in athletic competitions are excused absences, but practice sessions are not. Prior to any absence, submit to your instructor a signed “Columbia University Intercollegiate Athletics Academic Absence Notification Form.” [http://www.college.columbia.edu/sites/default/files/intercollegiate_athletic_academic_absence_notification_form.pdf] Create a plan with your instructor to stay up-to-date with course work.
- **Section changes:** If you change your section of University Writing in the first two weeks of class, ask your first instructor to email your new instructor to confirm the dates you attended your original class.

Unexcused absences

All other absences, including those due to late registration, are unexcused. Unexcused absences will affect your grade according to the chart below.

<u>Number of unexcused absences</u>	<u>Grade Penalty</u>
3	1/3 of a letter, course grade (B would become B-)
4	2/3 of a letter, course grade (B would become C+)
5	full letter, course grade (B would become C)
6	F, course grade

Lateness

Because lateness is disruptive, students who arrive once class is underway or depart before the class session has ended will be marked as late. *Two latenesses count as one absence in calculating your final course grade.*

Conferences and Office Hours

You will have three 20- to 30-minute conferences with me to give you the opportunity to discuss your work. You are welcome to visit me either in-person or via Zoom during office hours or by appointment to discuss any aspect of the course.

Responses to Your Writing

Providing and working with feedback are crucial elements of the writing process. All of your written work will receive a response from me and/or your classmates. For the first three essays, I will provide comments for one preliminary draft as well as your final draft. On the fourth essay, you will receive end-comments on your final draft that respond to the essay as well as your development over the course of the semester.

Essay Grading

Each final essay will receive a number grade out of 100 possible points. At the end of the semester, I will adjust these numbers for each essay's weight, total them, round to the tenth place, and assign a course grade as follows:

A+	97.5-100	
A	92.5-97.4	
A-	89.5-92.4	
B+	87.5-89.4	
B	82.5-87.4	
B-	79.5-82.4	
C+	77.5-79.4	
C	72.5-77.4	
C-	69.5-72.4	
D	59.5-69.4	
F	59	

Each letter grade signifies the following:

- “A” essays not only fulfill the goals of the assignment, but push beyond those goals in surprising ways. This is more likely to be possible when the writer has written about something compelling and has made linguistic and formal choices that complement their projects.
- “B” essays come in two basic varieties: the “solid B” and the “striving B.” The solid B is a good, competent paper that meets all the goals of the assignment. The striving B may

excel in achieving some of those goals but is sufficiently uneven to preclude it from receiving an A. B essays reflect a strong understanding of the assignment's goals.

- "C" essays may reflect a fair amount of work, but do not meet all of the goals of the assignment.
- "D" essays may appear to have been hastily written, incomplete, or thrown together.
- "F" essays fail to meet the minimum level of expectations for the essay.

Late and Missed Assignments, Drafts, and Final Essays

One learning goal of this course is to develop writing practices that are useful in other contexts; core to those practices is writing multiple drafts that reflect your evolving thinking. To reflect the importance of the writing process, **you are required to submit all exercises and preliminary drafts to receive full credit for an essay.**

The class values writing that takes into account its readers—your peers and me. To respect the time it takes to offer feedback and for you to revise in response to it, **we require that you turn in a formal draft at least 48 hours before the deadline of the final draft.** Otherwise, the final essay grade will decrease by a letter grade (e.g., from a B to a C).

The final essay grade will decrease by 1/3 (e.g., from a B- to a C+) beginning the minute after its deadline. The grade will continue to go down by a third every 24 hours until the essay is submitted. **Work must be submitted both as hard copies to my mailbox and to CourseWorks by the deadline in order to be considered on time.** Failure to submit the final draft of any essay by the end of the semester will result in an automatic failure for the course.

Final Grades

Your course work for the semester will be weighted as follows:

Essay 1: 1,200-1,500 words	20%
Essay 2: 1,500-2,000 words	25%
Essay 3: 2,000-2,700 words	40%
Essay 4: ~750 words, depending on the publication	15%
	100%

Academic Integrity

The genre of the essay foregrounds your own evolving ideas in conversation with other thinkers. Thus, you will learn strategies for honoring others' contributions to your essays. This learning is in keeping with the Columbia Undergraduate Honor Code.

<https://www.college.columbia.edu/honorcode>

We will address source use practices that support our academic community's core values of honesty and respect for others. Some key expressions of academic integrity include . . .

- Using citations to acknowledge others' ideas and evidence even when you put them in your own words.
- Placing quotation marks around another person's terms, phrases, and sentences and citing the source.

The Columbia University Undergraduate Guide to Academic Integrity offers more details on the ways that undergraduates are responsible for maintaining their academic integrity.

www.college.columbia.edu/academics/academicintegrity

Final drafts that do not meet the criteria described there will receive a zero and will be reported to the director of the Undergraduate Writing Program and the Office of Student Conduct and Community Standards.

studentconduct.columbia.edu/

Resources Available to Students

Where can I get further help with my essays and college experience?

The Writing Center

I encourage you to make use of the Columbia Writing Center's free services. You may visit their website to arrange to meet one-on-one with a writing consultant, to sign up to participate in a Writing Productivity session, or to reserve a spot in an upcoming writing workshop.

www.college.columbia.edu/core/uwp/writing-center

Accommodations for Students with Disabilities

If you believe you would benefit from the support of the Office of Disability Services (ODS), please consult with ODS and your advising dean as soon as possible. University Writing instructors need official documentation from the ODS in order to provide learning accommodations.

health.columbia.edu/disability-services

Counseling and Psychological Services

The Office of Counseling and Psychological Services (CPS) provides many kinds of support for student wellness and academic success.

www.health.columbia.edu/cps/index.html

Other Support

For other forms of support, including academic advising, please see

www.wellbeing.columbia.edu/resources.

Course Calendar Spring 2024

Essay 1: *the analytical essay, 1200-1500 words*

Final essay due date: Wednesday, February 7th 5:00pm

You will build an argument in response to a single text.

Class	Date	Reading Due	Writing Due
1 course intro and knowledgeable ignorance	W 1/17	NONE	NONE
2 watch like a reader: locate scholarly problems	M 1/22	Text to Analyze #1 (<i>Pan's Labyrinth</i> , dir. Guillermo del Toro, 2006) HSW Chapter 2, <i>Scholarly Problems</i> Alessia Palanti, <i>How to 'Read' a Film</i>	Homework 1A: watch for scholarly problems
3 watch like a reader: locate scholarly problems	W 1/24	Text to Analyze #2 (<i>Saltburn</i> , dir. Emerald Fennell, 2023) HSW Chapter 12, <i>Analyzing Sources</i>	Homework 1B: watch for scholarly problems
4 feedback	M 1/29	HSW Chapter 9, <i>Feedback</i>	Essay 1 rough draft and feedback request letter
5 what essays can do: form and function	W 1/31	TMR, <i>Stacked Decks and Willing Victims: Adorno's "Prologue to Television"</i> Purdue OWL, <i>Film Writing: Sample Analysis</i>	Homework 1C: learn from models
THURSDAY 2/1 Essay 1 second draft and feedback request letter due			
FRIDAY 2/2 20-minute 1:1 conferences with me			
6 claiming complexity	M 2/5	Rewatch the scene from <i>Pan's Labyrinth</i> or <i>Saltburn</i> that you are investigating	Homework 1D: claiming complexity
7 introduction to project 2: scholarly conversation	W 2/7	NONE	Essay 1 final draft

Essay 2: the conversation essay, 1500-2000 words

Final essay due date: Monday, March 4th, 5:00pm

You will build an argument about an object of analysis of your choice in order to participate in a scholarly conversation between two or more other thinkers.

Class	Date	Reading Due	Writing Due
8 reading for intertextual problems	M 2/12	John Berger, <i>Ways of Seeing</i> (Chapter 3) Laura Mulvey, <i>Visual Pleasure and the Narrative Cinema</i> Michael Bigelow Dixon, <i>How to Read a Play</i>	Homework 2A: read for intertextual problems
9 intertextuality and synthesis	W 2/14	bell hooks, <i>The Oppositional Gaze</i>	Homework 2B: read for intertextual problems
10 getting things written/peer feedback	M 2/19	HSW Chapter 8, <i>Getting Things Written</i>	Essay 2 first draft and feedback request letter
11 what conversation essays do: form and function	W 2/21	TMR, Jillian Harrison, <i>A Hymn to Him</i> TMR conversation essay of your choice	Homework 2C: what conversation essays do
12 scholarly problem workshop/peer feedback	M 2/26	NONE	Essay 2 second draft and feedback request letter
MONDAY AND TUESDAY 2/26 - 2/27 20-minute 1:1 conferences with me			
13 source use/how readers read	W 2/28	Joseph Williams, <i>Cohesion and Coherence</i> HSW, <i>Integrating Sources</i>	Homework 2D: cohesion and coherence
14 introduction to project 3: the researched conversation essay	M 3/4	NONE	Essay 2 final draft

Essay 3: the research essay, 2000-3000 words

Final essay due date: Wednesday, April 10th, 5:00pm

You will draw inspiration from an in-class reading and use it as a starting point for a sustained research and writing project of your own.

Class	Date	Reading Due	Writing Due
15 reading like a researcher	W 3/6	HSW Chapter 7, <i>Reading and Note-Taking</i> Richard Schechner, <i>Performance Studies: An Introduction</i>	Homework 3A: reading like a researcher
Columbia Spring Break M 3/11 - F 3/15			
16/17 library session	M 3/18	Richard Schechner, 9/11 <i>As Avant-Garde Art?</i> HSW Chapter 5, <i>Managing Sources</i> HSW Chapter 6, <i>Selecting Sources</i> 3 context sources, 1 critical source	Homework 3B: researching for context and critical sources
16/17 moving from notes to drafting	W 3/20	2nd and 3rd critical source Classmates' reading notes	Homework 3C: reading for scholarly problems within and across texts
18 mapping conversation and feedback	M 3/25	NONE	Essay 3 first draft and feedback request letter
19 how sources function: emulating model essays	W 3/27	Model text of your choice	Homework 3D: learning from models
20 peer feedback	M 4/1	NONE	Essay 3 second draft and feedback request letter
MONDAY AND TUESDAY 4/1-4/2 30-minute 1:1 conferences with me			
21 telling the story of your research	W 4/3	"Structure" <i>How Scholars Write</i> "Claims" <i>How Scholars Write</i>	Homework 3E: complicating your thinking by re-reading
22 citation	M 4/8	NONE	Homework 3F: complicating your thinking by re-reading, part 2

23 introduction to project 4: going public	W 4/10	NONE	Essay 3 final draft
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Essay 4: going public, 750-1000 words

Final essay due date: Monday, April 29th, 5:00pm

You will revise a previous essay into an editorial essay while considering a reading audience beyond Columbia University. You will choose your own target publication to hone your style.

Class	Date	Reading Due	Writing Due
24 whys	M 4/15	UW Op-ed Packet	Homework 4AA: Writing Plan
25 publication workshop and feedback	W 4/17	UW Op-ed Packet	Homework 4A: writer's choice
26 feedback and authority	M 4/22	HSW Chapter 14, <i>Authority</i> Op-eds of your choice	Essay 4 rough draft and feedback request letter
27 taking what you learn with you	W 4/24	NONE	Homework 4B: writer's choice
MONDAY 4/29 Essay 4 final draft + Final Class			