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## *WRIT 150: Writing and Critical Reasoning—Thematic Approaches Globalization: Current Issues and Cross-Cultural Perspectives*

SECTION Nº 64655R | FALL 2019

### **SYLLABUS**

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**Lecturer:** Carrie Guss  
**Email:** cguss@usc.edu  
**Mailbox:** THH 404  
**Office:** TBA  
**Office Hours:** Th 2-3 & By Appointment

**Days + Times:** TTh 12:30-1:50  
**Location:** Grace Ford Salvatori Hall (GFS)  
**Room:** 107

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#### **COURSE GOALS**

It's important to note that the course title includes both writing and critical reasoning. This is not only because these are crucial academic skills, but because these skills are highly interconnected: to be a good writer, you must think critically about other texts and about the world. Writing is not merely a process of getting down what's in your head; it's a way of developing a point of view.

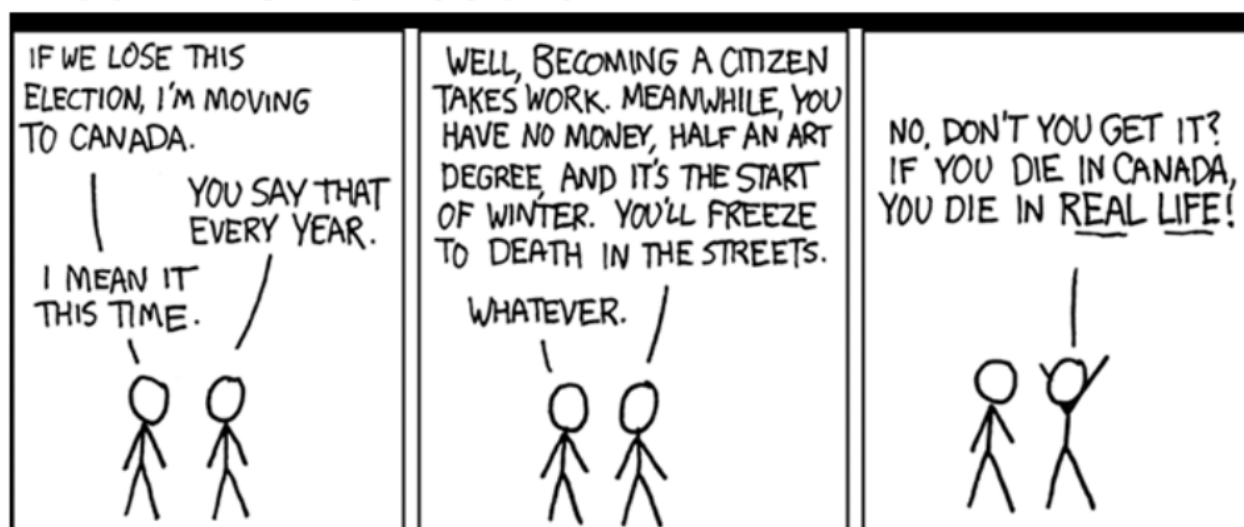
In Writing 150 we'll work on making connections between texts and ideas, asking questions, and developing tools of investigation so that we're able both to bolster and express our points of view through the writing process. I want you to leave this class with skills that will help you succeed throughout your academic career, but I also want you to look at the world in a critical way, think clearly and acutely about social problems, and be able to communicate your ideas in writing so that no matter what career path you end up in, you can think through difficult issues and make yourself heard. While the thematic will play a role in the class, this is a writing course and will be conducted as such.

#### **THEMATIC: GLOBALIZATION**

The accelerated interaction between the local and global, and the increased possibility of distant forces intervening in local conflicts, events, and homes has created a paradoxical world that is both borderless and increasingly bordered and divided. We will be using globalization as an analytic, or a lens through which to examine complex ideas, to interrogate controversial issues, and to better articulate our arguments about these ideas and issues. Ultimately, this class is less about content-driven lectures, and more about discourse in which you will participate and make valuable contributions through stronger writing and critical thinking skills.

This thematic offers an occasion for writing and critical reasoning that fosters awareness of human connectedness. Students will engage with issues and perspectives in globalization, including cultural imperialism, international relations, comparative political history, migration, revolutions and social movements, and comparative cultural studies in music, film, and the visual arts.

## DESCRIPTION OF COURSE



### REQUIRED TEXTS

*WRIT 150 Course Book*, available from the USC Bookstore

All other assigned readings will be made available as PDFs or posted to Blackboard ([blackboard.usc.edu](http://blackboard.usc.edu)) – you are responsible for printing these readings and bringing them to class. Laptops will not be permitted in class without special permission.

### RECOMMENDED TEXTS

*The Elements of Style* by Strunk & White

### ASSIGNMENTS

**Essays:** There will be four major writing prompts for four major essays. Each essay will be worth progressively more as a percentage of your final grade. You will receive a detailed assignment sheet for each essay.

**Ancillary Writing Activities (AWAs):** AWAs are short assignments intended to help jumpstart your critical thinking and facilitate your writing when it comes to longer projects. These assignments may come in the form of brainstorming or reading responses, thesis statement formation activities, rough drafts, peer review worksheets, and other activities allowing an informal opportunity to practice the skills that will be necessary to succeed in the course as a whole.

**Portfolio:** This will be the culminating assignment. Your portfolio is meant to showcase your development as a writer and thinker over the course of the semester. While the requirements of the portfolio will be clearly detailed as the due date draws closer, be sure to save copies of all of your work throughout the semester, including class notes, AWAs, essay drafts, and final drafts. Your end-of-semester portfolio will be reviewed collaboratively by a team of writing instructors in order to ensure the standardization of grading across writing seminars and individual instructors. I will however be the one assigning your grade.

## ASSIGNMENT POLICIES

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Assignments must be submitted, typed and in hard copy, at the start of class on the day they are due, in the assigned format. Any assignment riddled with typos or grammatical errors in a manner that demonstrates carelessness will lose points, no matter how strong the ideas. Please demonstrate care in your work. I will notice if you do not.

All work for WRIT 150 needs to be written specifically *for* WRIT 150. You may not submit for credit anything begun before August 2019.

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## DEADLINES

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This class moves extremely quickly - you are handing in a new essay approximately every three weeks - so it is important that you hand in your assignments on time. **An essay turned in any later than the start of class is considered late.** For each class period that an essay is late, you lose a third of a grade (B to B-, for example). I will not accept papers that are more than 3 class periods late.

In addition to submitting a hard copy at the beginning of class, you will turn in the paper and all prewriting work to Turnitin through USC Blackboard. Because revision and pre-writing are such a huge part of the work we do in WRIT150, I will not accept an essay without all of your prewriting materials. This means that you cannot not do the prewriting and drafting and whip out a paper the night before; I simply won't accept it.

## GRADE DISTRIBUTION

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ASSIGNMENT	REQUIREMENTS	PERCENTAGE OF GRADE
Participation	As described below	5%
Ancillary Writing	As described above	15%
WP1	3 to 5-page essay	10%
WP2	4 to 6-page essay	15%
WP3	5 to 7-page essay	20%
WP4	6 to 8-page essay	25%
Final Portfolio	Revisions & reflections	10%

## **PARTICIPATION**

This class is run as a workshop with lots of discussion, small group work, and in-class activities. Attendance, participation, and preparation are vital components of the success of each period alongside the course. Active participation includes verbal contributions to discussions, active listening and engagement both with what I say and your classmates' comments, focused work in small group and partner activities, and thoughtful completion of in-class writing.

## **ATTENDANCE**

Although I expect you to be in every class, if absolutely necessary you can miss up to two class periods. Three will be considered cause for concern, and if you are absent more than six times, for any reason, you will be required to drop the class or take a final grade of "F." A late arrival of more than 15 minutes will count as an absence, and minor but routine lateness will negatively affect your grade.

## **DON'T BE A JABRONI**

We will often be discussing sensitive topics, so be respectful when voicing your opinions. Offensive language or hate speech will not be tolerated. Please be aware that some words and phrases commonly used as slang are hurtful to others and thus not acceptable in this classroom. If you are ever uncomfortable about a class discussion, please come talk to me.

## **PROFESSIONALISM**

This takes into account a number of factors: class preparation, active participation in the workshop environment, your decorum in the classroom, the attitude with which you approach your work, alacrity of carriage, and the respect you exhibit for the other members of the class and their viewpoints. You are not necessarily expected to talk all the time in class (no one wants to have to do that or hear you do that), but you cannot get a high mark in participation if you never, well, participate. On the other hand, talking for the sake of talking when you are not prepared does not help you, either. The students who earn "A"s for professionalism are the ones whose presence makes the class the better, the ones who offer the interesting comments in discussions and whom other students want to work with for group work.

## **CONFERENCES AND OFFICE HOURS**

Throughout the semester you'll be meeting with me to discuss your progress in the course and the specific paper you're working on (sometimes class will be canceled to facilitate this). Conferencing can be one of the best aspects of this class, because I get to know you individually as writers and we can target specific skills and ideas.

I will expect you to come to the conference fully prepared, having done all required reading and completed any pre-writing or drafting activities so that our time together can be as useful as possible.

## *Additional Support*

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### **STATEMENT ON ACADEMIC CONDUCT**

Plagiarism is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **THE WRITING CENTER**

The Writing Center (located in THH 216) offers writing workshops and half-hour, one-on-one appointments with trained consultants. The staff is there to help you at any stage of the writing process, including the beginning, so please take advantage of their services! See pages 144-146 in your Course Book for more information. Call them at 213-740-3691 to make an appointment.

### **STUDENTS WITH DISABILITIES**

Any student requesting accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification can be obtained from DSP; please make sure that this letter is delivered to me as soon as possible. DSP is located in STU 301 and can be contacted at (213) 740-0776.

### **STUDENT COUNSELING SERVICES (SCS) - (213) 740-7711**

On call 24/7, free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

### **NATIONAL SUICIDE PREVENTION LIFELINE - 1-800-273-8255**

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.  
<http://www.suicidepreventionlifeline.org>

### **RELATIONSHIP AND SEXUAL VIOLENCE PREVENTION SERVICES - (213) 740-4900**

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

### **SEXUAL ASSAULT RESOURCE CENTER**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

### **OFFICE OF EQUITY AND DIVERSITY, TITLE IX COMPLIANCE - (213) 740-5086**

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

### **USC DEPARTMENT OF PUBLIC SAFETY - 213-740-4321 (UPC) AND 323-442-1000 (HSC) FOR 24-HOUR EMERGENCY ASSISTANCE OR TO REPORT A CRIME.**