

WRT 105: Is Rational Moral Disagreement Possible?

Fall 2019

Instructor: Kelley Annesley
T/R 11:05-12:20 in Lattimore 431

Course Description:

In our current climate, discussions about controversial moral issues are often either shouted or typed in a comment section, neither of which seems particularly productive. Can these discussions be useful, or should we engage differently? Is it possible to rationally disagree? How can we change each other's minds on morally charged topics such as voluntary euthanasia or immigration? In this course, we'll construct and participate in arguments about moral issues through formal and informal writing as well as class discussion. We'll also discuss connections between relevant literature in philosophy (including from U of R's own Richard Feldman), political science, and psychology (including work on cognitive biases) in order to write and think about disagreement, how disagreement should inform our opinions, and what good moral discourse might look like. Students will write several argumentative essays, engage in peer feedback, reflection, and revision, and finally write an 8-10 page argumentative research paper.

Instructor email: kannesle@ur.rochester.edu

Instructor office hours: Tuesdays 9:30-10:30, Thursdays 1-2, and by appointment

Location: **G122-Q**, in the WSAP offices (Rush Rhees Library)

Required Texts:

Kahneman, Daniel. *Thinking Fast and Slow*. Farrar, Straus, and Giroux, 2011.

All other texts will be available through the course's Blackboard site.

Course Schedule

******Note:** This course schedule is tentative. We may end up spending more time on certain topics, and the schedule may change accordingly. If such changes need to be made, I will announce them in class and post a revised course schedule on Blackboard. Once announced, you are responsible for following the new syllabus.

Unit I: Strong Moral Arguments, and Engaging with Dissent and Response

Thursday, August 29

In class: Introduction to course and course policies, diagnostic essay

Tuesday, September 3:

In class: formal and informal arguments, discussion of PAS arguments, distribute FA1 prompt

Homework due: First day survey

Reading due:

- Dahlman, Holly. "Saying 'No!' To Physician Assisted Suicide" <http://drhollydahlman.blogspot.com/2016/02/saying-no-to-physician-assisted-suicide.html>
- van Niekerk, Anton. "We have a right to die with dignity. The medical profession has a duty to assist." <https://theconversation.com/we-have-a-right-to-die-with-dignity-the-medical-profession-has-a-duty-to-assist-67574>
- Excerpt from *Craft of Research*: Ch. 7 "Making Good Arguments." (Colomb, Williams and Booth). Available through Blackboard.

Thursday, September 5:

In class: Identifying and evaluating arguments: logical forms, validity, soundness, and informal fallacies, academic honesty discussion

Reading due: *Reason and Argument*, 336-343. Available through Blackboard.

Homework due: Formal Assignment 1 draft

Tuesday, September 10:

In class: Activity with FA1 on disagreements & peer feedback

Homework due: Informal assignment #1: Read and comment on your classmates' posted arguments via Blackboard. Prepare the following reflection: what's good about a good comment chain and what's bad about a bad comment chain? What feedback is helpful for you as a writer and what kind of feedback isn't helpful?

Thursday, September 12

In class: Writer- vs. reader-based prose, discussion of Sommers and revision strategies, activities on counterargument using PAS articles

Homework due: Informal assignment # 2: Pick one of two philosophical articles due for today. Does the author provide or engage with a counterargument? If so, identify the counterargument. If not, identify one claim that you think is subject to a counterargument, and try to articulate that counterargument.

Reading due:

- “On the Slippery Slope in the Empire State: The New York State Task Force on Physician-Assisted Death.” John D. Arras, available through Blackboard.
- Excerpt from “Voluntary Active Euthanasia,” by Dan W. Brock, available through Blackboard.
- Sommers’ “Revision Strategies of Student Writers and Experienced Adult Writers.” Available through Blackboard.

Unit 2: What is *reasonable* disagreement?

Tuesday, September 17

In class: Citation workshop / Librarian visit

Reading due: Excerpt from Rosenwasser and Stephen *Writing Analytically*, “Using Sources Analytically: The Conversation Model.” Available through Blackboard.

Thursday, September 19

In class: Discussion: What makes a good disagreement?

Reading due: Re-read academic honesty statement on the syllabus, and read “Academic Integrity: Understanding How to Give and Receive Help when Writing Papers,” available via Blackboard.

Homework due:

Informal assignment #3: Find a comment section that has an article/argument as its basis (eg. at the end of a news article, or a comment section on Reddit) at whatever level of derisiveness you’re comfortable with. Take a look at the actual post and the comment section. Start to gather your thoughts: What’s going well? What’s going wrong? (Argument-wise? Disagreement-wise?) We will discuss in class.

*****FA1 final draft due Saturday September 21 @ 11:59 pm**

Tuesday, September 24

In class: Discuss “Reasonable Religious Disagreement”

Reading due: “Reasonable Religious Disagreement” (Richard Feldman).

Homework due:

Informal assignment #4: Summarize Feldman's main argument in two to three sentences. What is he trying to establish in this article? How does he argue for it? Write down any questions you have, from questions about the overall argument to questions about jargon used in the article. We will use this as a springboard for our in class discussion.

Thursday, September 26

In class: - Continue discussing "Reasonable Religious Disagreements"

- Activity on inquiry driving questions (using Gage)

- Discuss how the Gage article relates to the Feldman article

Reading due:

- John Gage "Asking Questions, Generating Ideas" from *The Shape of Reason: Argumentative Writing in College*. Available through Blackboard.

- Re-read "Reasonable Religious Disagreements."

Tuesday, October 1

In class: Peer feedback, workshop on revision strategies

Homework due: ****Formal Assignment 2 draft due****

Thursday, October 3

In class: Discuss how Gage and Feldman apply to Strickler's article

Reading due: **Skim** Strickler's "Deliberate with the Enemy? Polarization, Social Identity, and Attitudes Toward Disagreement."

Homework due:

Informal assignment #5: Identify and summarize—what is Strickler's authentic, inquiry driving question? What is the author's answer to that question? What does Strickler's answer to his authentic question tell us about disagreement? Then, identify Feldman's inquiry driving question and his answer to that question, in order to prepare for class discussion.

Tuesday, October 8

In class: Continued discussion of disagreement-related articles we've looked at, especially in connection with audience

Homework:

Informal assignment #6: Identify the audience for the pieces we've read from Dahlman, Arras, Brock, and Strickler. Identify some of the choices the authors make in order to make arguments clearer for their audience. Remember, these choices happen at all levels; layout, format, font, argument structure, word choice, etc.

Thursday, October 10:

In class: In-text citation workshop

Tuesday, October 15: **No class, Fall Recess**

Thursday, October 17:

In class: Citation workshop

Homework due:

Informal assignment #7: Write a citation (as if it was an entry in a works cited page) for each of the following sources using your preferred citation style:

- A line from the movie *Zoolander*
- Information from lecture in one of your classes from this week
- The song "Crash Land" by Twin Atlantic

Unit 3: Cognitive Bias & Disagreement

Tuesday, October 22

In class: Librarian visit on research process, introducing "So What"

Homework due: ****Formal Assignment 2 due****

Reading due: Excerpt from *They Say/I Say* Chapter 7: "So What? Who Cares? Saying Why It Matters." **pgs. 92-100**. Available through Blackboard.

Thursday, October 24

In class: discussion of Stanovich et. al and Kahneman, FA3 overview

Reading due: Stanovich, West and Toplak "Myside Bias, Rational Thinking, and Intelligence." Available through Blackboard.

- Daniel Kahneman's *Thinking Fast and Slow (TFS)* Ch. 1: **pgs. 20-30** and **39-49**.

Homework due:

Informal assignment #8: What's the main point of the Stanovich et. al article? What's the "so what"? What is the research question the article is answering? What questions do you have?

Tuesday, October 29

In class: Discuss Kahneman, Stanovich and how their findings apply to disagreement.

Peer feedback: begin in class, **due Tuesday, Oct. 29 by 11:59 pm.**

Reading due:

- *TFS*, pgs. 89-104

Homework due: *Formal Assignment 3 draft due *****

Thursday, October 31

In class: Discuss disagreement and the psychology readings we've done in the context of animal ethics, discussion of writing process

Reading due: - Thom Brooks "Is Eating Meat Ethical?"

- Alastair Norcross' "Puppies, Pigs, and People: Eating Meat and Marginal Cases." 229-236 & final two paragraphs on 244. Available through Blackboard.

- "Why Isaac Bashevis Singer, Truman Capote, Joseph Conrad and Virginia Woolf (Among Others) Were Having a Bad Morning" (Alex Johnson).

Homework due: Informal assignment #9: Consider the disagreement between the two authors on the permissibility of eating meat. What claim(s) do they disagree about? How can we evaluate this disagreement given what we've discussed in Feldman, Stanovich et. al, Haidt and Kahneman? We will use this as springboard for class discussion.

Tuesday, November 5

In class: thesis revision activity, workshop TBA

Reading due: Excerpts from Rosenwasser and Stephen's *Writing Analytically* on thesis revision (beginning to p. 148 and 153-end)

Homework due:

Informal Assignment #10: Take your provisional thesis from your FA3 draft. Using the tools that we learned in our research workshop, find at

least one new source that might be helpful for you in continuing your research process. Take a look at the article or source before class—as part of this informal assignment, write some notes on the relevant information from the source. We will use this as the basis for our thesis revision workshop.

Thursday, November 7

In class: Citation workshop & FA3 workshop (research and citation management)

Homework due:

- Informal Assignment #11: Map out your research process. What have you done so far? What's next? What strategies are you using? Include a reflection: What do you want to do differently? What's working well?

Reading due: Sample annotated bibliographies

Unit 4: Arguing about Disagreement and the Aims of a Research Paper

Tuesday, November 12

In Class: Disagreements and Identity discussion

“Reading” due: <https://www.thisamericanlife.org/621/fear-and-loathing-in-homer-and-rockville> : Required: “Act One” Recommended: “Act Two”

Homework due: ****Formal Assignment 3 due****

Thursday, November 14

In class: Workshop TBA, Discuss Schwegler & Shamoan

Reading due: Schwegler & Shamoan- “The Aims and Process of the Research Paper.” Available through Blackboard.

Homework due: Ungraded reflection: What can you use from Schwegler and Shamoan's article to inform your own process of writing the research paper? What rang true for you in this article? What didn't?

Tuesday, November 19

In class: Activity on audience and genre with topics from FA3, activity on counterargument

Homework due:

Informal assignment #12: Consider your proposal from FA3. Reflect on and analyze the choices you made in your FA3 proposal that telegraph the audience you're writing for and the genre you're writing in. As a start, think about the choices you made that you may have made differently if you were writing a more informal piece.

Thursday, November 21

In class: Revision Workshop: TBA

Homework due: TBA

Tuesday, November 23

In class: Peer feedback

Homework due: **Formal Assignment 4 draft due**

Thursday, November 25

In class: Presentations with 2 minutes of Q&A

Homework due:

- Informal assignment #13: 5 minute presentations. Prompt to be distributed in class 11/19

Tuesday, November 26: **Thanksgiving Recess, no class**

Thursday, November 28: **Thanksgiving Recess, no class**

Tuesday, December 3:

In class: Continue presentations, workshop TBA

Thursday, December 5:

In class: Citation workshop and editing workshop. Finish presentations.

Homework due: Bring a paper copy of your FA4 and a pen.

Informal Assignment 13: Submit at least one question you have about citation, from in-text citation in principle, to the specifics of a citation style, to any tricky-to-cite sources you're using as part of your FA4.

Tuesday, December 10 – **Last day of class!**

In class: Workshop: topic TBA.

****Formal assignment 4 due December 11 at 11:59 PM****

Course Policies

Course Goals:

In general, the goal of this course is to engage you in the process of academic writing through thinking and writing about our course theme, pursuant to the learning objectives of the WSAP. Our learning objectives are as detailed in this document, which is also available on the course's Blackboard site:

<https://writing.rochester.edu/assets/pdf/learning-objectives-for-pwr-courses.pdf>

One of the principles underlying this class is that academic writing is driven by authentic questioning, and new ideas are tested by engaging with others through dialogue, both written and spoken. The goal of this class is that you will be equipped to engage in scholarly conversations through writing using the following skills:

- Consider audience and purpose whenever you write
- Represent—and engage in—broader conversations about a topic
- Develop an authentic research question (or identify a problem) to address through research and writing
- Formulate a thesis in response to an authentic research question
- Identify and interpret supportive evidence, as well as opposing evidence and counterargument
- Engage sources through appropriate attribution, citation, and analysis
- Make appropriate structural choices that effectively convey intended meaning

Grading Scheme:

The grade for this course will be calculated as follows:

Participation and Attendance: 10%

Peer Feedback: 10%

Informal Assignments and Self-Reflections: 10%

Formal Assignment 1: 10%

Formal Assignment 2: 20%

Formal Assignment 3: 10%

Formal Assignment 4: 30%

Note: Students need a C or better in the course to fulfill the Primary Writing Requirement.

Your final grade in this class will be assigned using letter grades A-E:

95 - 100 = A	73 - 76 = C
90 - 94 = A-	70 - 72 = C-
87 - 89 = B+	67 - 69 = D+
83 - 86 = B	63 - 66 = D
80 - 82 = B-	60 - 62 = D-
77 - 79 = C+	Below 60 = E

Letter grades are converted to numerical scores using the following scheme:

A = 97	
A- = 92.5	C- = 71
B+ = 88	D+ = 68
B = 85	D = 64.5
B- = 81	D- = 61
C+ = 78	E = 58
C = 74.5	No paper submitted = 0

Late Work:

Late **informal assignments** *will not* be accepted except in extenuating circumstances, for example in the case of documented illnesses, genuine emergencies or university-related absences. If at all possible (and of course I understand it is not always possible, especially in a genuine emergency), please

reach out *in advance* of the due date if you are unable to complete an informal assignment on time. These assignments are meant to prepare you for class and to practice writing skills, and on-time submission is crucial to their effectiveness.

Late **formal assignments** are accepted at a cost to your grade on that formal assignment. For each day your paper is late, the grade will be lowered by 1/3 of a grade. (For example, if you turn in a B paper one day late, it will receive a grade of B-. If it is two days late, it will get a C+). Weekends and holidays *are included* in this policy.

-If a **draft** of a formal assignment is late, though the draft is ungraded, it will result in a 1/3 grade penalty *for the formal assignment* for each day the draft is late.

****Note:** Given these policies, it's key to let me know if you'd like an extension or are feeling behind **before** the due date for an assignment. I am happy to do my best to accommodate legitimate needs that come up before the due date!

Extensions for formal assignments will be granted on a case-by-case basis. To receive an extension, you must contact me no fewer than 24 hours in advance by email with a reasonable explanation as to why you need more time. **Do not assume you have an extension until you receive confirmation of it.** If an extension is granted, we will draft a written agreement together with the details of the extension.

Peer Feedback:

Peer feedback is a crucially important component of this class, and attendance at in-class peer feedback sessions is **mandatory**. If in-class peer feedback is missed, the peer feedback will receive an incomplete. Peer feedback will also receive an incomplete if it does not demonstrate a good faith effort to give useful and helpful comments for your peer. Peer feedback will receive a complete if it is demonstrative of a good faith effort on your part, and complies with the expectations for peer feedback as discussed in class!

If you **must** miss a peer feedback session, let me know in advance, and we *may* be able to "make up" the peer feedback with an appointment with a writing consultant in the WSAP (depending on the reason you've missed class). However, you will not be able to substitute an appointment with a consultant for peer review without meeting with me to discuss the peer review, and getting explicit permission to replace the missed peer review session with that consultant meeting. If yours is a situation that warrants a consultant meeting as a makeup for peer review, in order to get credit, you must bring your peer review questions to the consultant, be an active participant in the session, and complete a reflection that includes at least what you got out of the session and your action plan to address the feedback. **The reflection, including your action plan, must be turned in.**

Participation/Attendance:

Attendance and participation is an important part of your grade. Though attendance is not strictly required (except on in-class peer feedback days), excessive absences will make it harder for you to do your best work in this class. It is very difficult to make up in-class activities such as writing workshops and discussion. However, I understand that absences are occasionally unpreventable. It is possible to get full credit for participation/attendance if you do not attend every class, but in order to get full credit, you must attend the vast majority of classes **while being an active participant in class**. Being an active participant in class does not require speaking in large group discussions, but it does require paying close attention in class, participating in in-class activities, and engaging respectfully with your peers. Merely speaking often in class does not guarantee full credit in this category; respectful, active, thoughtful engagement with the material and your peers is required.

Participation/attendance is graded holistically and input as a letter grade. If you miss more than 10 classes throughout the semester, without documented extenuating circumstances, you will receive a 0 for attendance/participation.

If you know in advance that you will be unable to attend a specific class meeting, please contact me about the absence and the work you will miss *before* that class meeting so that we can work out a plan that allows you to keep up with the course.

****Note:** *Please do not come to class if you are infectious ill!*

Respect:

It is critically important for all of us in this class that we engage with one another respectfully. I expect that we will discuss issues on which we disagree, and will have strong opinions about those disagreements. Though we'll think a lot more in this class about disagreements, it is absolutely crucial that our disagreements are respectful. Respectful engagement with our peers includes actively listening, refraining from distracting behaviors in class, taking others seriously, and respecting each others' time. Because of the time of day during which our class takes place, part of respect in this class is not eating in ways that will be distracting to your peers.

Informal Assignments:

Informal assignments are a way to explore and practice the skills we are working on in class. They will be graded on a complete/incomplete basis, so that you can feel free to take risks and experiment. Each assignment

turned in on time will receive a complete, as long as it demonstrates a **good faith effort** to engage with the assignment!

Formal Assignments:

During the course of the semester, you will complete four formal assignments: one short argumentative paper, one paper putting sources in conversation with each other, an annotated bibliography and proposal, and finally the final 8-10 page argumentative research paper. The prompts for these assignments will be given to you in advance, and some class time will be devoted to making sure you understand the prompts fully. Each formal assignment will include a mandatory, ungraded first draft, which receives both peer and instructor feedback. Formal assignments are given letter grades. Each draft and each final version of formal assignments must be accompanied by a reflection, graded complete/incomplete, separately from your formal assignment.

Note: The official policy of the WSAP is that once a final draft of a formal assignment is graded, you **cannot** revise for a new grade.

Credit Hour Policy:

This course follows the College credit hour policy for four-credit courses. This course meets two times weekly for three academic hours per week. The course also includes independent out-of-class assignments and equivalent activities for an average of nine academic hours per week.

Sensitive Content:

Please be aware that this course includes some discussion and readings about topics that some might find upsetting. Please feel free to contact me for more information.

Electronic Devices:

Devices will be allowed for **proper use** in class. You have a good sense already about what counts as proper use in class. Because this class is so small, your improper use of electronic devices is not only disrespectful, but will distract your classmates as well. Additionally, improper use of electronics during class, especially cell phones, **will result in a deduction of your participation/attendance grade.**

I also reserve the right to instate a ban on **all** electronic devices in the case of widespread improper use. In the case of a blanket ban on devices, exceptions will be granted for those with written confirmation of need from CETL, or on the basis of individual permission granted after a conversation with me. I'm happy to talk through any questions about device use on an individual basis!

Instructor Communication:

I welcome it! I especially encourage everyone to make regular use of my office hours. If those times do not work for you, please let me know and we can set up a time outside office hours to meet. I am also happy to answer email, and will do my best to return all emails within 24 hours Monday through Friday. I will do my best to respond on weekends, but do not guarantee response on Saturdays and Sundays.

****Note:** I do not guarantee a response to emails about assignments within 24 hours of the due date for that assignment. For example, formal assignment 1 is due September 23 at 11:50 AM. So, I cannot guarantee responses (and likely will not respond) to questions about FA1 via email sent after September 22 at 11:50 AM.

Academic Integrity:

As described in the WSAP learning objectives, our goal is for students to understand the principles around citation and to get lots of practice working with sources—including practice locating and evaluating sources; representing sources through summary, paraphrase, and direct quotation; documenting sources accurately through attributions and in-text citations; and authentically engaging with a range of sources—including scholarly, peer-reviewed texts—in order to test and support arguments.

For more information, see the handout we will review and discuss in class on Academic Integrity, available any time from your instructor and for download via Blackboard.

Academic Honesty Policy

Honesty is critically important in our academic research community. One purpose of our course is to help you understand documentation conventions in academic discourse, as well as the fact that such conventions vary across disciplines. However, though the conventions vary, honesty and proper documentation is critically important in every discipline.

Why is honesty important? Honesty is a fundamental virtue in our lives and more specifically in our academic lives. It is through our own honesty and our trust in others' honesty that we can learn from each other and work together to create new knowledge. Failure to be fully honest harms the person(s) from whom the truth is withheld, the learning community, and most importantly, the person who fails to be fully honest. For these reasons, we will include the honor pledge on all assignments turned into your instructor. The honor pledge is as follows:

“I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own.”

Plagiarism (the following is the College's definition):

According to the College's Academic Honesty Policy, [plagiarism is] the representation of another person's work as one's own, or the attempt “to blur the line between one's own ideas or words and those borrowed from another source.” (Council of Writing Program Administrators, January 2003, <http://wpacouncil.org/node/9>). More specifically, [it is] the use of an idea, phrase,

or other material from a written or spoken source without signaling the source at the place of use in a work for which the student claims authorship.

Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers that are purchased and turned in as one's own work; submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

Students can avoid the risk of plagiarism in written work or oral presentations by clearly indicating the source of any idea or wording that they did not produce, either in footnotes or in the paper or presentation itself, and in a list of references (e.g., bibliography or works cited page). Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words. Direct quotes must always be placed in quotation marks in addition to the other citation information that is required. ("Academic Honesty," <https://www.rochester.edu/college/honesty/policy.html#intro>)

All sources should be cited and acknowledged if they have played a role in your process of writing and thinking. This is true for every assignment in this class that you turn in to your instructor, including formal and informal assignments, no matter the stage of the paper (ie. whether it is an early draft or a final draft). Though citations must always be present, they need not be *perfectly* cited, but they must be *honestly* cited. That is, if you are using a source in an early draft and have not yet filled out a proper citation, you should include a signal to the source, and the best pathway you can provide for the purposes of that draft. Sources we must cite if used include Wikipedia, informal conversations, class discussion, notes from a class presentation, YouTube videos, and more. We will talk at length about citation in our class; please feel free to reach out at any time with questions about citation and honest source use.

Academic honesty applies to group work as well:

- Unless otherwise specified, we encourage discussion of work related to homework, short papers, and final projects, as explained in "[Academic Integrity: Understanding how to Give and Receive Help When Writing Papers](#)." However, unless we indicate that work may be completed in groups, we expect you to complete work individually and acknowledge peers or others who have contributed substantive ideas. ^[1]_{SEP}
- We expect you to adhere to guidelines "[Academic Integrity: Understanding how to Give and Receive Help When Writing Papers](#)." Please remember to document others' ideas on all submitted drafts of your work.
- For group work, students have the freedom to develop their own approach to collaboration and should share their plan with us. The guiding principle is that each student should be an equal contributor to the project, which receives a single grade. ^[1]_{SEP}
- If ever in doubt, please contact me before turning in work.

Consequences of Academic Dishonesty:

In all cases of suspected plagiarism or other forms of academic dishonesty, the College's procedures and policies governing academic honesty will be followed. This pertains to all work in writing courses, including (but not limited to) rough drafts, final drafts, presentations, multimodal projects, and informal writing assignments. As required by College policy, all instances of academic dishonesty are reported to the College Board of Academic Honesty. For the complete College honesty policy, see <http://www.rochester.edu/college/honesty/index>. I encourage you to review it. As your instructor, I am **required** by the University to report any suspected instances of academic dishonesty. In all cases of suspected plagiarism or other forms of academic dishonesty, the College's procedures and policies governing academic honesty will be followed. This pertains to all work in writing courses, including (but not limited to) rough drafts, final drafts, presentations, and informal writing assignments. As required by College policy, all instances of academic dishonesty are reported to the College Board of Academic Honesty.

In cases where academic dishonesty has been established, the typical penalties for a first event in a WSAP course are as follows. In cases of particularly egregious dishonest behavior, the penalty may be more severe; in addition, when a case is decided through the Board Resolution process, then the AS&E Academic Honesty Policy sanctioning guidelines will be followed.

Academic Dishonesty and Your Grade in WRT 105:

- For informal assignments: the work fails to meet assignment criteria and earns no credit (which, according to the syllabus, will affect your course grade); the penalty is a 1/3-letter-grade reduction in the final course grade.
- For rough drafts of formal papers: the student may write a new draft for a final paper grade; the penalty is a 1/3-letter-grade reduction in the final course grade.
- For a final draft of a formal paper, presentation, or multimodal project other than the 8-10-page argumentative research paper: the work fails to meet assignment criteria and earns a 0.
- For the 8-10-page argumentative research paper: The paper earns a 0, and the course grade may not be higher than C-.

Inclusivity:

Please know that this classroom respects and welcomes students of all backgrounds and abilities, and that I invite you to talk with me about any concern or situation that affects your ability to complete your academic work successfully.

Additional Resources

COURSE LIBRARIAN: Eileen Daly-Boas is our class librarian. Eileen is the librarian for the Warner School of Education and the Philosophy Department (and a U of R-trained philosopher!). She is here to help you with research questions, citation management, and more. Please feel free to contact her at any stage of your writing for help: edaly@library.rochester.edu

WRITING GROUPS: Writing groups are small groups of writers who meet once a week in order to write. Students working on any kind of academic, professional, or creative writing can join a group. Groups are organized by when the writing sessions are held (for example, Tuesdays at 6). Once you join a group, you are expected to meet with your group at the same time each week for the semester. (New groups form each semester.) You can join here: <http://writing.rochester.edu/WritingGroups/undergraduate-writing-group.php>

THE WRITING AND SPEAKING CENTER: The Writing and Speaking Center offers a wide variety of writing and speaking support services for undergraduate students of all levels and in all disciplines. Our office is staffed by graduate-student writing consultants and undergraduate writing and speaking fellows from the humanities, the social sciences, and the natural and applied sciences. Our tutors provide individualized feedback and assistance on all types of academic writing and speaking. We invite students to use our services during any stage of the writing process, from brainstorming ideas to polishing a final draft. Similarly, students can visit a speaking fellow at any point as they are developing or practicing a presentation. To learn more about the Writing and Speaking Center and/or to find a tutor, please visit: <http://writing.rochester.edu/index.html>

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING: CETL is a resource available to all students in the College. All kinds of students with all kinds of GPAs and academic records make use of our programs. They work with strong students who wish to become even better, as well as with students who have not yet tapped into the strategies needed to succeed in college, and everyone in between. They offer an extensive study group and Workshop program, individual study skills counseling, study skills workshops and a study skills course, and disability support. They are located in 1-154 Dewey Hall on the River Campus. To make an appointment or to learn more, stop by their offices, call at (585) 275-9049, or send an email: cetl@rochester.edu

THE CARE NETWORK AND UNIVERSITY COUNSELING CENTER (UCC): The primary goal of the CARE network is to effectively identify students in, or heading toward distress. We CARE about student success and rely on you – the eyes and ears of our University to help us make sure our students are supported. If you feeling any form of distress and are not sure who to contact, feel free to submit a CARE report, send an email to CAREnetwork@rochester.edu, or call (585) 275-4085 to get in touch with a CARE team member. They can put you in touch with all kinds of resources on campus! The University Counseling Center (UCC) has offices on the River Campus and at Eastman, and provides excellent, free counseling and support services for U of R students. Check out <http://www.rochester.edu/uhs/ucc/about-the-counseling-center/> for more details!