

- **REQUIRED EXTRA MEETING OF THIS CLASS: October 24 @ 6 - 7:30 p.m. (Lamont)**
- **Required Group Conference: This will take place during the last week of classes. (This is a required part of Essay 3 – missing or being unprepared will affect your essay grade.)**
- **You may not record this class (audio or video).**

Expository Writing 20  
 Fall 2016  
 T&Th at 11:00  
 Memorial Hall 302

Jane Unrue  
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 unrue@fas.harvard.edu  
 (no voicemail; please use email)

**Office Hours: T&Th 1:30–3:00 & by appt.**

**MAILBOXES are behind the desk across from the elevator. You may also slide papers under my office door.**

## **THE VOICE OF AUTHORITY**

In our daily lives, we negotiate our relation to the authority of government, history, religion, school, popular media, parents, and peers. But what *is* authority? How does an entity gain authority in the first place? What happens when authority is abused? What does it mean to challenge authority? And what does authority have to do with human rights? We will begin by reading Ken Kesey’s *One Flew Over the Cuckoo’s Nest*, and we will investigate that explosive and controversial novel’s complex and nuanced treatment of, and reaction to, authority. Next, we will engage with work by one or two authors who will visit our class; we will analyze this work and what it reveals about authority and, among other things, what happens when a writer challenges governmental and /or cultural authority. This ongoing inquiry into the nature of authority will shape our explorations in the third unit, when we will investigate and theorize answers to questions arising out of research into such topics as authority and education, authority and language and rhetorical strategy, authority and politics, authority and human rights, and authority and art.

Because this is a writing class that seeks to prepare you for other courses and situations in which you will need to communicate effectively, we will also explore the relation between authority and the acts of writing and speaking. What does it mean to write/speak with authority? How do we recognize authority? How do we know we’re doing all that we can to earn our audience’s attention and to get the results we want? We will spend much of our time working on how to build effective arguments—translating your claims (arrived at through close reading, research, analysis, deep consideration, and increased devotion to technique) into essays that will captivate, and illuminate your readers. Some of our writing goals will shift unit by unit, as you practice three distinct and important versions of the academic essay; other goals will remain central. Regardless, we will take advantage of this precious opportunity to develop ideas, draft and revise, explore writing as a process, and have meaningful, productive talks. So that your journey follows as direct a route as possible, you will develop and write pre-draft assignments (called “sequential response papers” or “SRPs”) and essay drafts, which we will discuss in conference and for which you will at times receive comments from your peers. You will revise those essay drafts, and revised (final) essays will receive letter grades. **In short, you will write and revise three essays this semester, each one to be preceded by sequential assignments; you will receive letter grades for the revised essays.**

### **Required Texts**

- Ken Kesey, *One Flew Over the Cuckoo’s Nest* (Coop Bookstore; getting this particular edition will make it easier for us to talk about the book)
- “Using Sources” – PowerPoint (Course Website)
- **MLA Handbook, Edition 7 (Please be sure to get the correct edition, print or digital – there is a difference. And you truly will need this one.)**

## Writing

The three essays you will write and revise will build off of each other, and all of the essay assignments connect to assignments or aspects of assignments that you are likely to encounter at Harvard; these lessons in composition and argumentation are thus designed to be transportable across disciplines. In Unit 1 you will use close reading to develop and argue for an original analysis-based interpretation of a text in light of a particular theme. In Unit 2 you will compare different works in order to arrive at a unified analytical argument. In Unit 3 you will use research to stake out a position and persuasive strategy to argue that position persuasively. Throughout the semester, types of writing will include sequential pre-draft response papers (SRPs), in-class exercises, written comments on your peers' drafts (peer review), occasional blog entries, and **a drafted and revised version of each of the three required essays.**

## Draft 1 and 2 Conferences (Coop Café)

This course works best and becomes most applicable to other courses when we treat it as a semester-long talk about writing. We will meet in individual 25-minute conferences about each of the first two drafts. These conferences give us a chance to work closely on your writing, helping you to bring more focus and control to your work during the revision process. You should come to conference prepared: having reviewed your essay and considered questions you have about the draft and/or my written comments, and having begun to think about strategies for revision. If there's something specific I would like for you to do to prepare, I'll let you know ahead of time, probably in my written feedback. Always bring your draft (with my critique) with you. Note: For Essay 3, you will have a group conference with peers and me.

- **HOW TO SIGN UP: Sign up for conferences at the course website.**
- **WHERE TO GO: Units 1 and 2 essay conferences take place in the upstairs café at the Coop bookstore.** Unit 3 "pod conferences" take place at my office (unless otherwise noted).

## Office Hours: Tuesdays and Thursdays, 1:30–3:00 & by appointment.

Office Hours take place in my office, unless I let you know you otherwise. While at times I may move these office hours, with the exception of conference weeks, they tend to remain the same.

## Email and Voicemail

- **You are responsible for all information I send via email, so please check your email daily.**
- I do not use voicemail.

## Course Website

The course website is an important resource. We will use the site in a variety of ways, so please **check the site often**. Please note that the Canvas platform is new for me.

The website is where you'll:

- upload work
- sign up for conferences
- access course readings, sample essays, essays for peer review, handouts, and other helpful resources
- post to the course discussion (used in anticipation of Unit 3)

## Class Participation

The benefit of being in a small class is best realized when everyone participates. Class time is largely devoted to discussion, so come to class prepared to ask questions and offer ideas—and don't be afraid to think on your feet! **Please turn off and put away cell phones and electronic devices before class. Unless otherwise noted, no laptops, etc. are permitted. This class cannot be recorded.**

## Policies

**Grades** are determined (10-point system) according to the following formula:

- Essay 1=20%
- Essay 2=30%
- Essay 3=40%
- Class Participation & Ungraded Work (including turning in SRPs and drafts on time)=10%.

Because you will be expected to have mastered certain skills and techniques (and because the essays increase in difficulty), grading becomes more stringent as we progress. This is a writing course, so most of your grade will depend on essays. The remaining 10% represents a serious measure of the quality and timeliness of your ungraded work (assignments, sequential response papers, drafts, participation, turning in work on time); and the care with which you participate in class (includes being present on time).

Though daily assignments and sequential response papers may appear to count for a relatively small portion of your final grade (10%), consider them as crucial to the essay-writing process. Note: For Essay 3 to be considered complete, you must be prepared for pod conference.

### Harvard College Writing Program Policy on Attendance

Because Expos has a shorter semester and fewer class hours than other courses, and because instruction in Expos proceeds by sequential writing activities, **your consistent attendance is expected and essential.** *If you are absent without medical excuse **more than twice**, you are eligible to be officially excluded from the course and given a failing grade.* On the occasion of your second unexcused absence, you will receive a letter warning you of your situation. This letter will also be sent to your Freshman Dean, so the College can give you whatever supervision and support you need to complete the course.

Apart from religious holidays, only medical absences can be excused. In the case of a medical problem, you should contact your preceptor before the class to explain, but in any event within 24 hours: otherwise you will be required to provide a note from UHS or another medical official (or your freshman dean) explaining why you were not able to attend class. Note that this is not accomplished by obtaining a slip from UHS stating that you were there. *Absences because of special events such as athletic meets, debates, conferences, and concerts are not excusable absences.* If such an event is very important to you, you may decide to take one of your two allowable unexcused absences; but, again, you are expected to contact your preceptor beforehand if you will miss a class, or at least within 24 hours. If you wish to attend an event that will put you over the two-absence limit, you should contact your Freshman Dean and you must directly petition the Writing Program Senior Preceptor, Karen Heath (klheath@fas.harvard.edu), who will grant petitions only in extraordinary circumstances and only when your classwork has been exemplary.

### Harvard College Writing Program Policy on Completion of Work

Because your Expos course is a planned sequence of writing, you must write all of the assigned essays to pass the course, and you must write them within the schedule of the course—not in the last few days of the semester after you have fallen behind. You will receive a letter reminding you of these requirements, therefore, if you fail to submit at least a substantial draft of an essay by the final due date in that essay unit. The letter will also specify the new date by which you must submit the late work, and be copied to your Freshman Dean. If you fail to submit at least a substantial draft of the essay by this new date, and you have not documented a medical problem, you are eligible to be officially excluded from the course and given a failing grade.

### Policy on Extensions & EXTENSION CARDS (distributed in Essay 1 conference)

Because being fair to each student is of the utmost importance, work must be in on time and late work is generally not accepted. (The Program policy, above, refers to extraordinary circumstances in which students are struggling to pass the course.) I give to each student two one-day extension cards, and **you**

**may only use one card per deadline.** (In other words, you may not use two cards at the same time.) Spend them wisely. There are no more in the bank! **Extension cards are for essays only (drafts and revisions); they are not for SRPs.**

- Extension cards may be used for all essays except for the Essay 3 Revision.
- You must check with me in an email before using an extension card.
- If you have been granted extensions due to excused absence, you are no longer eligible to use extension cards, unless I indicate otherwise. In other words, if you have already been granted extensions, do not assume that the extension cards are still available.

### **Policy on Electronic Submissions**

You will submit all of your work – except for a few hard-copy submissions, such as revisions of essays – electronically. As you upload a document to the course website, it is your responsibility to ensure that you have saved it as a .doc file. It is also your responsibility to ensure that files are not corrupted/damaged.

- **If I cannot open or read the file, the essay will be considered missing, and a replacement file may not be accepted.**

### **Policy on Academic Integrity**

Throughout the semester we'll work on the proper use of sources, including how to cite and how to avoid plagiarism. You should always feel free to ask me questions about this material. All work that you submit for this course must be your own, and that work should not make use of outside sources unless such sources are explicitly part of the assignment. Any student submitting plagiarized work is eligible to fail the course and to be subject to review by the **Honor Council**, including potential disciplinary action.

In this course we'll study many features of academic argument that will help you to understand how scholars make use of sources and distinguish their own ideas from those of others. You'll learn to show attribution, assess source validity and worth, use sources as evidence that you'll analyze and argue about, and use sources as theoretical foundation or counter-argument to extend or deepen your own ideas about a subject. You will learn why it is crucial to the academic enterprise that you clearly distinguish your work from that of others, and you will learn at least one of the citation methods by which scholars acknowledge their sources (MLA). Because source-use is complex and we'll be learning it in stages throughout the semester, please **do not use any sources beyond what's listed on the syllabus without express consent from me.**

Please pay particular attention to the following statements from the Harvard College Policy on Academic Integrity (excerpted from the **Student Handbook**):

- “It is expected that all homework assignments, projects, lab reports, papers, theses, and examinations and any other work submitted for academic credit will be the student's own. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term “sources” includes not only primary and secondary material published in print or online, but also information and opinions gained directly from other people. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from a student's reading and research or from a student's own writings, the sources must be indicated.”
- “Students who are in any doubt about the preparation of academic work should consult their instructor and Allston Burr Assistant to Resident Dean or Resident Dean for Freshmen before the work is prepared or submitted. Students who, for whatever reason, submit work either not their

own or without clear attribution to its sources will be subject to disciplinary action, and ordinarily required to withdraw from the College.”

### **Policy on Collaborative Work**

You will receive feedback from peers and your instructor (and perhaps Writing Center tutors) in this class – such collaboration is permitted, of course. After all, scholars often turn to their colleagues for feedback and suggestions. As stated in the *Student Handbook*, “Students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading.” However, when this kind of input is significant, a discursive note is provided, for two reasons: **1) to show attribution**, and **2) to clarify how the process of writing the paper truly evolved**. This gives the colleague credit; it also defines the writer as a true scholar. We’ll talk more about this “sub-conversation” between you and your scholarly reader as the semester goes on, but do remember the following points regarding collaboration, sharing, and the relationship between one class and another class:

1. While you may at times work in small groups (particularly in Unit 3), you must write your paper on your own – and **all aspects of that paper must be new** work (including research) completed for this class alone. Writing any of your assignments with another person is prohibited at Harvard and can result in review by the Honor Council. In other words, **all work submitted for this course must be your own.**
2. Unless your instructor specifically tells you otherwise, you absolutely may not use work (written work or materials that have already been gathered) for another class in this class (or vice versa).

Please pay particular attention to the following statement from the Harvard College Policy on Collaborative Work (excerpted from the **Student Handbook**):

- “It is the expectation of every course that all work submitted for a course or for any other academic purpose will have been done solely for that course or for that purpose. If the same or similar work is to be submitted to any other course or used for any other academic purpose within the College, the prior written permission of the instructor must be obtained. If the same or similar work is to be submitted to more than one course or used for more than one academic purpose within the College during the same term, the prior written permission of all instructors involved must be obtained. A student who submits the same or similar work to more than one course or for more than one academic purpose within the College without such prior permission is subject to disciplinary action, up to and including requirement to withdraw from the College.”
- “Students must also comply with the policy on collaboration established for each course, as set forth in the course syllabus or on the course website. Policies vary among the many fields and disciplines in the College, and may even vary for particular assignments within a course. Unless otherwise stated on the syllabus or website, when collaboration is permitted within a course students must acknowledge any collaboration and its extent in all submitted work; however, students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading. If the syllabus or website does not include a policy on collaboration, students may assume that collaboration in the completion of assignments is permitted. Collaboration in the completion of examinations is always prohibited.”

### **Harvard College Honor Code**

Per rules set forth by the College, “Students will be asked to affirm their awareness of the Honor Code and adherence to the standards of academic integrity at various points during the academic semester – **in this class, with Essay 1 Draft and Essay 3 Draft and Revision**. The goal of this affirmation is to reinforce the centrality of scholarly integrity to students’ membership in our academic community, as well as to remind students that they have already agreed to adhere to these standards....”

**Please do not post work from this course on Course Hero or other sites, as doing so violates the spirit**

of academic integrity (and privacy) – and also the value in experiencing the course on one’s own – that we are working together to protect.

## Support and Information

### Writing Center

If at any stage of the writing process you want extra help, the Writing Center offers hour- long appointments with tutors: [writingcenter.fas.harvard.edu](http://writingcenter.fas.harvard.edu)

### Writing Resources for This and Other Writing Courses

Please become familiar with the Harvard College Writing Program: [writingprogram.fas.harvard.edu](http://writingprogram.fas.harvard.edu)

### Office Hours

Unless I notify you of a change, **I will be available in my office (2 Arrow Street, #432) on Tuesdays and Thursdays between 1:30 and 3:00, and by appointment.** Office hours provide a time to ask questions, talk about work, and get help specific to your process as a writer. I am very happy to meet with you, and you should feel very free to stop by for a talk, even if you just want to test out ideas or discuss readings. **Note:** At the start of semester, when I am holding mini-conferences, and during conference weeks, I am not able to hold office hours; feel free to send me questions via email, though.

**Office of Academic Integrity and Student Conduct (Honor Code):** [honor.fas.harvard.edu/honor-code](http://honor.fas.harvard.edu/honor-code)

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## IMPORTANT! Among other things, you are responsible for...

- information sent in **emails**
- the contents of the course **website**
- the contents of the “Using Sources” **PowerPoint** (particularly in Unit 3)
- having a clear understanding of **each assignment BEFORE you come to class**
- coming to class **on time and prepared every day**

## SIX Important Reminders About Turning in Work:

- 1) **SRPs** are always due at **12:00 p.m. (electronic)**.
- 2) **ESSAY DRAFTS** are always due at **3:00 p.m. (electronic)**.
- 3) **ESSAY REVISIONS** are also always due at **3:00 p.m.: electronic and paper** (hard copy of draft + paper-clipped to hard copy of revision + CHECKLIST)
- 4) **Revision deadlines are rolling deadlines, meaning that the revision is due 6 days after the date of the conference.** For example, a Tuesday conference = final deadline of following Monday.
- 5) Unless otherwise noted, **all essay drafts and revisions require cover material.** Always read the essay assignment carefully, and continue to refer to this document through all stages of the essay-writing process. Each essay assignment is designed to give directions about the assignment, to teach the deeper principles behind the assignment, to guide you through its various challenges, and to help you to approach all writing assignments (all courses) methodically. Essay 3 is complicated and comprises many parts. Consult checklists on final page of Unit 3 Packet.
- 6) Follow all rules regarding **extension cards**. (See bottom of p. 3 of this syllabus for explanation.)