

W 101-01/02

First-Year Writing Workshop: Who am I?



Caravaggio (b. 1571)
Narcissus, 1597-99
Oil on canvas
Galleria Nazionale d'Arte Antica

class

W 101-01: 08:30-09:20 MWF Fellows 208 ([zoom](#))

W 101-02: 10:30-11:20 MWF Fellows 208 ([zoom](#))

instructor

Dr. Zach Joachim

office

1-2 pm every weekday, Knapp 205D ([virtual](#) | [appointments](#))

This course is an introduction to college-level writing through the problem—and wonder—of being you. The problem is two-fold: (1) What does it mean to be human, the kind of creature that wonders who they are? (2) Who are *you*, actually? By reading and thinking with philosophers from the ancient and the modern world, we'll explore this two-fold problem, and you will develop your writing skills. But why care about writing? Good writing lets you be seen and heard. It helps you think about what's real and important, and imagine how else things could be. What you'll learn in this workshop, then, are skills foundational to doing well in life, not just in college.

INCLUSION You all belong here. My job is to design a course environment conducive to your growth. Your job, in turn, is to respect each other and always try your best. If certain conditions of the course prove an obstacle to your learning, let me know—activities and assignments can be adapted to meet both your needs and the requirements of the course.

ACCESSIBILITY If you require accommodations, please (a) complete a [Request for Academic Accommodations & Faculty Notification](#) with the Academic Resource Center (ARC), located in 020 Higley, and (b) contact me ASAP to discuss specific needs and arrangements. I rely on the Academic Support & Enrichment Center in Doane 102 to verify the need for reasonable accommodations, based on documentation on file in that office. More info [here](#).

This course adheres to Denison's Academic Credit Policy and satisfies both the W 101 and the S GE requirement.

TEXTS

The only required text is Strunk, William Jr. and E.B. White. *The Elements of Style*. 4th Edition. Boston: Pearson, 2000. All other texts provided on Notebowl.

AIMS

- **Read Critically, Write Analytically.** Through weekly *Reading Days* (Mondays and Wednesdays), you'll practice summarizing and challenging texts you read carefully.
- **Critique, Edit, and Revise.** Through weekly *Writing Days* (Fridays—highlighted in pale yellow on Schedule), you'll develop the skill to assess your own writing and that of your peers.
- **Write a Research Paper.** Through a semester-long research project, you'll practice finding, evaluating, and incorporating sources to present a significant argument in a cogent essay.
- **Think Philosophically.** Through the content of the course, you'll learn to think philosophically about who you are.

EVALUATION

Participation	20%
Reading Reports	25%
Reading Critiques	25%
Research	30%

Participation (20%) is a significant component.

Essentially, it means that you're chatting to me and your classmates thoughtfully about what you're learning and struggling with. *Perfect* participation (20/20) means that you do all of the following:

- have no unexcused absences.
- do the reading for *Reading Days*, and do the reading/work for *Writing Days*.
- come to each class period or office hour with a question ready to ask.
- speak and help others speak in class.
- attend the talk by Prof. Sonam Kachru (UVA) on March 7, 7pm and submit a 250-word reflection on its connection to what you're learning in this course.

Reading Reports (25%) are due roughly every two weeks, up until Spring Break.

- In 500 words, and at least two paragraphs, (a) *summarize* the reading, highlighting the important parts, and (b) articulate at least one *question* or difficulty you had with what you read. The summary and question should be clearly distinguished.
 - o Reading Reports must be printed out and brought to class on the due date.
 - o *If you are absent*: the report should be emailed to me either before class, or by an approved time, in order to count as on time. (See Class Policy on "late work.")
- Add notes, questions, and corrections to your report by hand (pen, pencil) as things become clearer from class, before submitting the report at the end of class.

- You'll be graded on (i) the accuracy of your summary, (ii) the strength of your question, and (iii) the cogency of your writing. Report will be returned with comments and a grade (out of 10) by the following week.
- On the first day of class, you will be assigned either 'a,' 'b,' or 'c.' The letter determines which days your reports are due, and which readings you are reporting on.

Reading Critiques (25%) are due roughly every two weeks, after Spring Break.

- In 500 words, and at least two paragraphs, (a) summarize the reading, exposing a key claim, and (b) argue whether the claim is true. The summary and argument should be clearly distinguished.
- In all other respects, Reading Critiques are exactly like Reading Reports: print it out, mark it up, and hand it in, it'll be returned with comments and a grade out of 10 by the next week. Basically, Reading *Reports* become Reading *Critiques* once we return from Spring Break.

Research (30%) encompasses a number of assignments over the semester, plus the Research Paper that culminates it. These assignments fall under your research *Process*. The paper is your research *Product*, the completion of your process.

Process (15%)

- Question Journal
- Mind-Map
- Rough Research Guide
- Focused Research Guide
- Proposal
- Paper Chat
- Draft (1250 words)
- 2 Peer Reviews

Product (15%)

- Paper (1250 words)

The task of each Process assignment is given on this [assignment sheet](#). A number of Process assignments will also be the topic of a whole Writing Day—these special Writing Days are marked in **blue** on the Schedule. All Process assignments should be submitted on Notebowl. They will be graded for completion—i.e., full credit if you do it, no credit if you don't. But doing good work on these assignments will make the process of completing the final Research Paper much smoother and more enjoyable, and will greatly improve the quality of the end-product. Your Draft will receive an 'eye-ball grade': a grade that, roughly, *you would get* were you to hand that in as your final Research Paper. Your Research Paper will receive the actual letter grade (B, B+, A-, etc.).

***For all assignments, use the feedback you get to continuously improve and submit your best work, each time.

SCHEDULE 

W	Date	To discuss	Reading, preparation	RR/RC	Research deadlines
1	1/17 (M)	syllabus; The Delphic injunction	--		

	1/19 (W)	1. MLK: An exemplar	King, "Letter from a Birmingham Jail" (pp. 1-4)	RR 0a	
	1/21 (F)		King, "Letter from a Birmingham Jail" (pp. 5-9)	0b + 0c	
2	1/24 (M)	MLK Celebration			
	1/26 (W)	Grammar	Strunk & White, "I. Elementary Rules of Usage": <i>highlight rules you already follow</i>		Question Journal
	1/28 (F)	Composition	Strunk & White, "II. Elementary Rules of Composition": <i>highlight rules you already follow</i>		
3	1/31 (M)	2. Aristotle: the capacity for happiness	Aristotle, NE I, "Subject of our Inquiry" (Ch. 1)	1a	
	2/2 (W)		Aristotle, NE I, "Subject of our Inquiry" (Ch. 2) + "Nature of the Science" (Ch. 3)	1b (on Ch 2 OR Ch 3)	
	2/4 (F)	Citation + Integrity	Strunk & White, "III. A Few Matters of Form," pp. 36-37: <i>identify a rule you didn't know</i>		
4	2/7 (M)		Aristotle, NE I, "What is the Human Good?" (Ch's 4-5)	1c (on Ch 5)	
	2/9 (W)		Aristotle, NE I, "What is the Human Good?" (Ch. 7)	2a	
	2/11 (F)	Developing a research question	--		
5	2/14 (M)		Aristotle, NE I, "What is the Human Good?" (Ch. 8)	2b	
	2/16 (W)		Aristotle, NE 1, "What is the Human Good?" (Ch's 9-10)	2c	
	2/18 (F)		Aristotle, NE 1, "What is the Human Good?" (Ch's 11-12)	3a (on Ch 11 OR Ch 12)	
6	2/21 (M)		Aristotle, NE 1, "Kinds of Virtue" (Ch 13)	3b	
	2/23 (W)	NO CLASS			Mind-Map
	2/25 (F)	Research Skills [led by Denison librarian]	--		

7	2/28 (M)	From humanity to personal identity	–		Rough Research Guide
	3/2 (W)	intro to Buddhism	Vasubandhu, “Critique of the soul,” translator’s preface (pp. 297-299)		
	3/4 (F)	Bad Words + Style	–Strunk & White, "IV. Words and Expressions Commonly Misused": <i>highlight words/expressions you misuse</i> –Strunk & White, "V. An Approach to Style": <i>highlight top 5 favorite tips</i>		
8	3/7 (M)	3. Vasubandhu: being no one <i>note: Kachru lecture, 7pm</i>	Vasubandhu, “Critique of the soul” (pp. 299-303)	3c, 4a	
	3/9 (W) <i>midterm grade available</i>		Vasubandhu, “Critique of the soul” (pp. 304-308)	4b	<i>Kachru reflection due Thu, 3/10</i>
	3/11 (F)	4. Confucius: the capacity for ritual	Puett & Gross-Loh, "On relationships" (pp 28-38) [stop before “As-If Rituals”]	4c	
9	Spring Break				<i>add/drop</i>
10	3/21 (M)		Puett & Gross-Loh, "On relationships" (pp 38-51)	RC 1a	
	3/23 (W)		Confucius, <i>Analects</i> , 1-4 (pp. 1-12)	1b	
	3/25 (F)	<i>In lieu of class:</i>	Question Consultations		
11	3/28 (M)	listen: HPWG Africana, Ep. 1 + 20	--		
	3/30 (W)	5. Menkiti: being incorporated	Menkiti, "Person and Community" (pp. 171-175)	1c	
	4/1 (F)	How to write a proposal	--		Focused Research Guide
12	4/4 (M)		Menkiti, "Person and Community" (pp. 176-180)	2a	
	4/6 (W)	6. Descartes: thinking	Descartes, First Meditation, pp. 13-14 (stop at bottom, “Let us say...”)	2b	

	4/8 (F)	<i>In lieu of class:</i>	Proposal Chats		Proposal
13	4/11 (M)		Descartes, First Meditation, pp. 14-16 (start at bottom, "Let us say...")	2c	
	4/13 (W)		Descartes, Second Meditation, pp. 17-20 (stop at middle, "From these considerations...")	3a	
	4/15 (F)	Body Paragraphs	--		
14	4/18 (M)	7. Beauvoir: a gendered existence	Beauvoir, "Introduction" to Vol. 1 of <i>The Second Sex</i> , Vol. 1 (pp. 23-30)	3b	
	4/20 (W)	Draft Workshop	--		
	4/22 (F)		Beauvoir, "Introduction" to Vol. 1 of <i>The Second Sex</i> (pp. 31-38)	3c	Draft
15	4/25 (M)	8. Tolentino: idk, social media makes it impossible	Tolentino, "The I in the Internet" (pp. 3-20)	4a	
	4/27 (W)		Tolentino, "The I in the Internet" (pp. 20-33)	4b + 4c	Peer Reviews
	4/29 (F)	Revision Workshop <i>In-class course evaluations</i>	--		
16	5/2 (M)	wrap-up: Who are you, again?	--		
	5/5				Paper

CLASS POLICIES 📄

- **No laptops on Reading Days (Mondays, Wednesdays).** Exceptions are granted to those with a documented accommodation. Either way, all readings must be printed out and brought to class.
- **Laptops on Writing Days (Fridays).** On Wed 1/26 and every Friday after, please bring your laptop.
- **Absences.** An absence is *excused* just in case you let me know beforehand. Attendance will be taken at the start of each class. Avoid being late: if you're late, you increase your chances that I'll neglect to mark you as present that day.
- **Late work.** Any assignment submitted after the due date without excuse will lose 10% in grade points for every class meeting it is missing.
- **Culture.** Attack and defend ideas, not your peers. Build each other up. Ask for help. Admit when you don't understand something, and try your best to articulate why—such admissions are always the best contributions to classroom discussion. Indeed, they're the mark of how smart people contribute.

UNIVERSITY POLICIES

Fair use. Posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University’s Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with me.

Recording. Portions of this class may be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course and will be deleted at the end of the term. I will communicate about how the recordings can be accessed.

Academic Integrity



Proposed and developed by Denison students and passed unanimously by DCGA and Denison’s faculty, the “Code of Academic Integrity” requires that instructors notify the Associate Provost of cases of academic dishonesty, and that cases be heard by the Academic Integrity Board. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic *honesty* is the cornerstone of teaching and learning. It lays the foundation for lifelong integrity. Academic *dishonesty* is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge.

Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student’s responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. Any instances of suspected plagiarism will be immediately reported to the Associate Provost of Academic Affairs. Students found guilty of academic dishonesty will receive a failing grade for the course.

Reporting Sexual Discrimination



All work submitted for this course is generally considered confidential. However, students should be aware that University employees are required by University policy to report allegations of discrimination based on sex, gender, gender identity, gender expression, sexual orientation or pregnancy to the Title IX Coordinator or a Deputy Title IX Coordinator. This includes reporting all incidents of sexual misconduct, sexual assault and suspected abuse/neglect of a minor. Further, employees are to report these incidents that occur on campus and/or that involve students at Denison University whenever the employee becomes aware of a possible incident in the course

of their employment, including via coursework or advising conversations. There are others on campus to whom you may speak in confidence, including clergy and medical staff and counselors at the Wellness Center. More information on Title IX and the University's Policy prohibiting sex discrimination, including sexual harassment, sexual misconduct, stalking and retaliation, including support resources, how to report, and prevention and education efforts, can be found at: <https://denison.edu/campus/title-ix>. Students may also contact [Joe Hall](#), Interim Denison Title IX Coordinator and an attorney at Bricker & Eckler.

WRITING RESOURCES

The **Writing Center** is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (at least a week) to draft the assignment before seeking proofreading help. The Center is located on the fourth floor of Barney-Davis Hall; a satellite location is in the Learning Commons on the entrance level of the Library. Appointments between 4 p.m. and 9 p.m., Sunday through Thursday can be made for the Barney-Davis location on the on-line scheduler at the MyDenison Writing Center website; the library satellite location only is drop-in. Check the website on MyDenison for those hours. Consultants welcome diversity and are prepared to work with **multilingual** writers. Consultants can refer a multilingual writer to Denison's Coordinator of Multilingual Learning for additional support (see below).

In addition to the academic support services available to all Denison students, students who use English in addition to other languages can meet with Denison's Coordinator of **Multilingual Learning**, Kalynda Thayer. If English is not your first or only language, please consider utilizing this resource, which is available to ALL Denison students. Ms. Thayer offers a variety of support for L2 (= English as a second language) students, including consulting with you about your written language (grammar, syntax, word-choices), strategies to manage your reading assignments, assistance with class conversation and presentations, and help devising ways to develop and effectively use all your skills in English. You can email her at thayerk@denison.edu to schedule an appointment.

The [Online Writing Lab \(OWL\)](#) at Purdue University contains excellent resources on academic writing, writing mechanics and style, research and citation, avoiding plagiarism, English as a second language, and more.