



WRIT 150: Writing and Critical Reasoning
Thematic Approaches
Globalization

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Class: MWF 12-12:50
Location: GFS 229

Section: 64575
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Office Hours: MW 5-6
& by appointment

“Perhaps the central contradiction of globalization at this point in our history is the way in which it brings to the fore its own nemesis in terms of a fundamental reconception of the universal right for everyone to be treated with dignity and respect as a fully endowed member of our species.” —David Harvey, *Spaces of Hope*

“The fundamental lesson of globalization is precisely that capitalism can accommodate itself to all civilizations, from Christian to Hindu or Buddhist, from West to East. Capitalism’s global dimension can only be formulated at the level of truth-without-meaning, as the real of the global market mechanism.” —Slavoj Žižek, *The Year of Dreaming Dangerously*

Course Objectives

Writing 150 provides you with opportunities to develop a sound writing process appropriate to the argumentative and analytical nature of academic writing; to develop your analytic and critical thinking skills, to investigate and express personal values; and to present your ideas and beliefs in rhetorically effective ways. Successful writing results from close attention to the world and to your own thoughts and reactions, as well as dedicated attention to the responses of your readers. Through continual reflection and revision writing becomes a means of discovery—of generating knowledge—rather than merely a way to repackage and disseminate information. Our goal is for you to make discoveries through your writing—discoveries about your own ideas *and* your ability to express those ideas.

The primary focus of this course is on the rhetorical choices that writers make as they approach any kind of writing task. Throughout the semester you will read the work of both published authors and your peers, but the primary focus of this course will be the development of your writing process (prewriting, drafting, revising, editing, publishing) and your rhetorical process (invention, arrangement, style, memory, delivery); writing in this class should never be seen as something that is simply produced for a deadline, turned in, and then

forgotten about. You will revise your work throughout the course, and your classmates and I will provide feedback on your writing throughout the semester. Don't expect lengthy class lectures; we will all be learning from each other through discussion and practice.

Course Theme

Writing 150 is designed to provide an exceptional first-year learning experience for students to explore concepts and questions that have relevance to their lives. Toward this end, our section of Writing 150 will focus on questions pertaining to globalization—topics that are relevant for every single human living on the planet. Our in-class discussions and writing activities will probe issues stemming from the complex nature of considering experiences in a globalized world.

Since globalization has relevance for every field of study, our examination of the topic will help you develop an important intellectual ability—the capacity to “collect and connect” ideas. This approach will yield knowledge and understanding that may be applied not only in a college paper, but also to questions and challenges you may encounter long after college.

Required Materials

- Writing 150 Course Book (E-Book)
- *Cosmopolis*, Don DeLillo (any copy)
- Readings distributed in class or on Blackboard

You are not always required to bring a printed copy of your work, but you always must have at minimum an electronic copy. I will let you know which is appropriate. Failing to bring the assigned text will negatively impact your ability to participate in discussion and on assignments, and may thus affect your final grade.

Course Writing Requirements

- **Essays:** You will write four argumentative papers. You will receive assignment guidelines for every essay that outlines my expectations for that particular writing project. Review the prompt and read your work carefully and continually throughout the writing process in order to engage deeply with the assignment. In addition, in class workshops and drafting sessions will engage your peers in a collective writing process, making the writing of our essays less solitary endeavors. *Keep all of your prewriting drafts and notes* because they may often be collected as ancillary writing activities.
- **Ancillary Writing Activities:** Ancillary Writing Activities are short writing assignments intended to prepare you to participate in class discussion and to keep you on pace with your major Writing Projects. Some AWAs will be done in class, including reading quizzes, and some will be assigned as homework to be submitted in

hard copy or posted to Blackboard. In general, you should count on spending between 20-30 minutes on these activities. AWAs will be graded as largely credit/no credit, or on a point value discussed in class. They are 15% of your grade.

- **Portfolio:** Your fourth Writing Project will be submitted in a final portfolio at the end of the semester. The portfolio will also include ancillary writing and activities that altogether showcase your abilities as a college-level writer and thinker. The portfolios will be graded collaboratively by me and instructors from the Writing Program to ensure consistent grading across the various sections of WRIT 150.

Grade Values

Participation	5%
Writing Project 1	10%
Writing Project 2	15%
Writing Project 3	20%
Ancillary Writing Activities	15%
Writing Project 4 & Portfolio	35%

Grading

The grading criterion for WRIT 150 is very specific and challenging. It is common for students to receive *significantly lower grades* on their writing in WRIT 150 than they did on their high school writing because they are learning new methods of composing and because the requirements for successful collegiate academic writing are so strenuous. Work hard, be patient, and try not to get discouraged early in the semester.

Participation

Discussion is an essential part of this class as we investigate writing techniques and try to understand what makes for compelling writing. I realize that participation doesn't always mean speaking in class (it can mean asking questions, listening carefully, taking notes), but to really learn from our conversations, we need everyone to participate *vocally*. The more opinions and ideas we can talk about, the better chance we have of making sense for ourselves; therefore your participation grade will directly reflect your willingness to vocalize your thoughts in class.

Format for Writing Projects

Writing projects must be typed, with one-inch margins in 12-pt Times New Roman. Please don't include a title page (a big waste of paper). Simply center your title on the first page. Include your name, date, and writing project # (such as "Writing Project #1") in the upper right corner.

Proofreading

I expect that the work you submit will have few, if any, typos. These mistakes distract from your ideas, and your audience doesn't want to be noticing typos or while reading about an issue. (You might also take this as a professional development opportunity, as most employers will not look favorably upon a cover letter/application full of typos.) I suggest printing out your paper, and then proofreading—it's much harder to catch mistakes on a screen. Having a friend read over your paper is also a good idea.

Paper Comments

If you ever have questions about my comments please come see me during office hours, mention them during our conference, or ask them after class so we can discuss your concerns. My comments are intended to help you with your writing, so it's important that we both understand what you're trying to accomplish and what I'm suggesting in my feedback.

Workshop

We will "workshop" certain assignments at times throughout the semester, which will allow you to encourage and challenge each other as writers, to learn from the work of your peers, and to develop a critical eye as you read (which will help you in assessing your own work as well). Sometimes we will workshop in small groups, and other times we may workshop together as a class. This means your classmates may read any assignment you turn in, so always put forth your best effort and never submit anything that you wouldn't feel comfortable having others read.

Late or Missing Writing Projects

This course will move quickly, and if you fall behind you will likely stay behind. This means you must turn in every writing project on time. Writing projects that miss the deadline will be penalized one grade (e.g. B to B-) and then penalized another grade for every three additional days that it is late. If you're going to be absent on a day work is due in class, the work won't be considered late if you submit it to BlackBoard and email it to me in *Word* format before class begins. If any writing project hasn't been turned in 14 days after it was originally due (or by the last day of class, whichever is sooner) it is "missing" and will receive a zero. Any student missing two papers should expect an F for the course.

Attendance & Late Arrival

It is essential that you come to class because learning will depend on everyone's consistent attendance and active participation. If you know that you have to miss a class, please let me know in advance whenever possible. It is your responsibility to email me immediately to find out what you missed during your absence. It's also crucial that we begin class right on time.

Arriving late for class is disruptive and distracting, and two late arrivals will count as one class absence. You are considered absent if you come to class more *than ten minutes late* or leave *more than ten minutes* before class ends.

You are allowed three absences (missing a class or a conference meeting counts as an absence) without a penalty. Your *fourth* absence brings your participation percentage from 5% to 2%. If you find it necessary to miss a *fifth* class, your participation percentage drops to 0%. Each further absence *beyond that* will reduce your final grade by a *half letter grade*.

Conferences and Office Hours

One of the best aspects of Writing 150 (for me, and hopefully for you) is the chance to meet one-one-one several times throughout the semester to collaborate on the paper in progress, and to discuss any questions or issues you have. I will expect that you to come to the conference fully prepared by having done all the required reading and completed any pre-writing or drafting activities so that our time together can be as useful as possible.

Please don't feel, however, that you have to wait until your conference to talk with me; I have regularly scheduled office hours each week, and you are encouraged to drop by. *Please speak with me if you are struggling with any aspect of this class. *Keep in mind that missing any scheduled conference counts as a class absence.**

BlackBoard

You can access BlackBoard at <https://blackboard.usc.edu/>. Please check on a regular basis for announcements and specific instructions. Each of your writing projects (#1- Portfolio) must be submitted via BlackBoard (as a .doc or .docx file).

The Writing Center

The Writing Center staff can assist you at any stage in the writing process. I encourage you to take advantage of this free service throughout the semester, especially if you feel you could use extra help with grammar or mechanics issues. Visit the website to make an appointment. It's best to visit the Writing Center with a particular sense of what you would like to focus on during your 30-minute session. You should bring a clean copy of the paper you are working on, and if you're getting help with a revision for the final portfolio you might also want to bring the original paper with my comments as well for the staff to read. For more information, please see the Writing Center website: <http://college.usc.edu/writingcenter>

216 Taper Hall of Humanities (THH)
(213) 740-3691

Useful Grammar Website

The website below provides information regarding the 20 most common grammar errors that student writers make in their work. It may be helpful to look over the list and do the accompanying exercises for any particular errors that you struggle with.

http://bcs.bedfordstmartins.com/everyday_writer3e/2oerrors/default.asp

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Whether intentional or unintentional, including information, ideas, or analysis in your paper from other sources without proper citation is considered plagiarism. If in doubt, cite. 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>.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

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 (RSVP) - (213) 740-4900 - 24/7 on call 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 (OED)/Title IX Compliance – (213) 740-5086 - Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support - Incidents of bias, hate crimes and micro-aggressions need to be reported allowing for appropriate investigation and response.

<https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs - Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy - (213) 821-4710 - Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC - Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information - Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.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. Provides overall safety to USC community. <http://dps.usc.edu>

—Please see additional resources and support systems on the USC website—

WRIT 150: Globalization, Current Issues, and Cross-Cultural Perspectives

Tentative Schedule for Writing Project 1

Please Check Your USC Email Daily to Remain Current

Week 1

Monday, August 26th

In Class: course introduction: what is globalization?; peer introductions (meet fellow human beings); diagnostic response

Homework: review course policies; review WP1 online; pick two topic ideas for WP1

Wednesday, August 28th

In Class: review WP1 and AWA1; finding a topic activity; conferences and conference sign-ups explained

Homework: Read *CB* pgs. xi-xviii; review “Conference Guidelines” (Bb)

Friday, August 30th

In Class: discuss *CB* reading; thesis and drafting activity

Homework: read Joel Johnson (Bb); complete AWA1

Week 2

Monday, September 2nd

NO CLASS – LABOR DAY HOLIDAY

Wednesday, September 4th

Due: AWA1

In Class: review AWA1; discuss Johnson; discuss grading rubric

Homework: read Jack Solomon (Bb); write one paragraph of WP1

Friday, September 6th

In Class: discuss Solomon; discuss and workshop WP1 paragraph

Homework: draft WP1 outline (1 page); bring 3 questions to conference to discuss

Week 3

Monday, September 9th

Conferences: bring 1 page outline of WP1; bring 3 questions/issues you’d like to discuss with me about your paper (about content, structure, arguments, etc.)

Wednesday, September 11th

Conferences: bring 1 page outline of WP₁; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Homework: complete WP₁ (hard copy)

Friday, September 13th

Due: WP₁

In Class: final edit of WP₁; summarize areas to develop in final draft

Homework: read David Harvey "Contemporary Globalization" (Bb)

Tentative Schedule for Writing Project 2

Week 4

Monday, September 16th

In Class: discuss Harvey; producer-consumer relations; discuss WP₂

Homework: read CB pgs. 37-74 (focus on what is *useful* for you); review AWA₂

Wednesday, September 18th

In Class: discuss CB reading; critiquing writing activity; discuss AWA₂; discuss I&Is

Homework: read Ira Shor and Henry Giroux (Bb: one document; write one I&I)

Friday, September 20th

In Class: discuss Shor and Giroux; neoliberalism, democracy, and public pedagogy

Homework: read David Harvey "Contemporary Globalization" (Bb)

Week 5

Monday, September 23rd

Conferences: bring 1 page outline of WP₂; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Wednesday, September 25th

Conferences: bring 1 page outline of WP₂; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Friday, September 27th

In Class: discuss Harvey; identity in a global era; Heidegger's "Being-there" (*Dasein*)

Homework: read Melissa Algranati (Bb); bring 1 page WP₂ outline (hard copy)

Week 6

Monday, September 30th

In Class: discuss Algranati; discuss and exchange 1 page WP2 outlines (hard copy)
Office Hour Conferences: bring 1 page outline of WP2; bring 3 questions you'd like to discuss with me about your paper (about content, structure, arguments, etc.)
Homework: read *CB* pgs. 88-93; complete AWA2; write one paragraph of WP2

Wednesday, October 2nd

Due: AWA2
In Class: discuss *CB* reading; exchange and discuss WP2 paragraphs (hard copy)
Office Hour Conferences: bring 1 page outline of WP2; bring 3 questions you'd like to discuss with me about your paper (about content, structure, arguments, etc.)
Homework: complete WP2 (hard copy)

Friday, October 4th

Due: WP2
In Class: final edit of WP2; summarize areas to develop in final draft
Homework: read *Cosmopolis Part 1*; review WP3 (if this won't cause insanity)

Tentative Schedule for Writing Project 3

Week 7

Monday, October 7th

In Class: discuss *Cosmopolis* pgs. 1-61; neoliberal globalization; discuss WP3 & AWA3
Homework: read Zizek's "Desert of Post-Ideology" and "Occupy Wall Street" (one I&I)

Wednesday, October 9th

In Class: discuss Zizek reading; capitalism as a global market mechanism
Homework: read half of Heidegger's "What Are Poets For?"; insights due *Monday*

Friday, October 11th

In Class: finish discussing Zizek; begin discussing Heidegger reading
Homework: complete Heidegger reading; complete Heidegger insights for Monday

Week 8

Monday, October 14th

In Class: finish discussing Heidegger reading; survive discussion of Heidegger
Homework: read *Cosmopolis* pgs. 63-107

Wednesday, October 16th

In Class: discuss *Cosmopolis* pgs. 63-107

Homework: read Foucault's "Panopticism"; read *CB* pgs. 99-110

Friday, October 18th

Fall Recess—No Class

Week 9

Monday, October 21st

In Class: discuss Foucault reading; privacy and surveillance in a global era

Homework: read *Cosmopolis* pgs. 111-155; draft WP3 outline (hard copy)

Office Hour Conferences: bring 1 page outline of WP3; bring 3 questions you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Wednesday, October 23rd

Conferences: bring 1 page outline of WP3; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Friday, October 25th

Conferences: bring 1 page outline of WP3; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Homework: read *Cosmopolis* pgs. 111-155; bring draft of WP3 outline (hard copy)

Week 10

Monday, October 28th

In Class: discuss *Cosmopolis* pgs. 111-155; workshop WP3 outlines (hard copy)

Homework: read Kirby "Toward a Digimodernist Society?"; complete AWA3

Office Hour Conferences: bring 1 page outline of WP3; bring 3 questions you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Wednesday, October 30th

Due: AWA3

In Class: discuss Kirby reading; consumerism's grand narrative

Office Hour Conferences: bring 1 page outline of WP3; bring 3 questions you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Friday, November 1st

In Class: finish discussing Kirby reading

Homework: read *Cosmopolis* pgs. 157-209; bring one WP3 paragraph (hard copy)

Week 11

Monday, November 4th

Draft Conferences: bring draft of WP3; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Homework: read *Cosmopolis* pgs. 157-209; bring one WP3 paragraph (hard copy)

Wednesday, November 6th

In Class: discuss *Cosmopolis* pgs. 157-209; workshop WP3 paragraphs (hard copy)

Homework: read *CB* pgs. 111-126; complete WP3 (hard copy)

Office Hour Conferences: bring 1 page outline of WP3; bring 3 questions you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Friday, November 8th

Due: WP3

In Class: summarize areas to develop in final draft

Homework: read Aristotle's *Rhetoric*; review WP4 (if this won't cause insanity)

Tentative Schedule for Writing Project 4

Week 12

Monday, November 11th

In Class: discuss WP4; discuss Aristotle; enthymemes (rhetorical syllogisms)

Homework: read Burke's "Terministic Screens" (*Language as Symbolic Action*)

Wednesday, November 13th

In Class: discuss Burke reading; discuss AWA4 and portfolio

Homework: read Taleb's *Antifragile: How Things Gain from Disorder*

Friday, November 15th

Class Canceled: (PAMLA conference in San Diego)

Homework: read Taleb's *Antifragile: How Things Gain from Disorder*

Week 13

Monday, November 18th

In Class: discuss Taleb reading; Taleb's "golden rule" for neoliberal globalization

Homework: read Taleb's *Skin in the Game*; draft WP4 outline

Office Hour Conferences: bring 1 page outline of WP4; bring 3 questions you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Wednesday, November 20th

Conferences: bring 1 page outline of WP4; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Homework: read Taleb's *Skin in the Game: Hidden Asymmetries in Daily Life*

Friday, November 22nd

Conferences: bring 1 page outline of WP4; bring 3 questions/issues you'd like to discuss with me about your paper (about content, structure, arguments, etc.)

Homework: read Taleb's *Skin in the Game: Hidden Asymmetries in Daily Life*

Week 14

Monday, November 25th

In Class: discuss Taleb reading; asymmetry in international relations

Homework: continue drafting WP4; look forward to awesome WP3 feedback

Wednesday, November 27th

Class Canceled: Thanksgiving (*attempt* to enjoy life, which is unlikely)

Friday, November 29th

Class Canceled: Thanksgiving (*attempt* to enjoy life, which is unlikely)

Week 15

Monday, December 2nd

In Class: continue Taleb; return WP3 essays and review feedback (revision notes)

Homework: read Judith Shulevitz; bring one WP4 paragraph of concern (hard copy)

Office Hour Conferences: conferences for reviewing drafts, or paragraphs, or updated outlines, based on a first-come, first-served basis, preferably and additionally based on who is freaking out most vibrantly, vividly, and vivaciously about their papers

Wednesday, December 4th

In Class: discuss Shulevitz; workshop WP4 paragraphs

Homework: complete AWA4 and WP4 (portfolio)

Office Hour Conferences: conferences for reviewing drafts, or paragraphs, or updated outlines, based on a first-come, first-served basis, preferably and additionally based on who is freaking out most vibrantly, vividly, and vivaciously about their papers

Friday, December 6th

Due: AWA4 and WP4 (portfolio)

In Class: summarize areas to develop in final draft; celebrate life and (in)sanity!

Homework: go home and regain consciousness and sanity (*just kidding...*)