

WOMENSST 391W
Writing for Women, Gender, Sexuality Studies Majors

Seminars: Mon., Wed. & Fri. 11:15am – 12:05pm

Lecturer: Jacquelyne Luce
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Office Hours: Mon. 1pm to 3pm & by appointment
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Course description

This course fulfills the Junior Year Writing requirement for majors. We will place an emphasis on theory and practice throughout the semester, interacting with and performing modes of writing and argumentation that are useful for feminist research, creative, and professional work in a variety of fields. You will have the opportunity to analyze texts, develop a comprehensive understanding of how knowledge is organized, and experiment with ways in which to employ evidence to articulate ideas to diverse audiences. The writing that one might do within the field of Women, Gender, Sexuality Studies is diverse. Thus, we will explore writing practices that are associated with writing in the broader public sphere, academic writing, writing for spoken delivery and so forth. The syllabus will be developed in conversation with seminar participants and may include honing skills in: popular culture reviews, responses to public arguments, monographs, first-person narratives and grant proposals, and use of archival and bibliographic resources.

Course Requirements

- Attendance at and full participation in the seminar is required.
- Reading assignments must be completed BEFORE the lecture period for which they were assigned.
- Activities and on-going writing assignments must be completed BEFORE the seminar period for which they are assigned. These assignments are required, not optional.
- In-class writing is a requirement in this seminar. You may be requested to submit some of these pieces of writing at the end of class. Some of these will be read and commented on by peers. It is the responsibility of everyone to develop as safe a space as possible for people to challenge themselves and take chances in their writing.
- You are responsible for knowing when assignments are due and handing them in on time. Dates of major writing assignments are in this syllabus. ASSIGNMENTS SHOULD BE HANDED IN AT THE BEGINNING OF CLASS AND ONLINE BY 2PM.
- *We will follow all university policies on issues of Academic Honesty, Grading, Attendance, Examinations, and Absences due to Religious Observance.*

ASSESSMENT DETAILS

Note: Due dates are noted in the course outline!

Exercises and Portfolios: 2x30%

This is a writing-intensive course. The in-class and out-of-class writing that you do will all count toward your final grade. Some of the writing that you do will be submitted for review by your peers or by myself. Completing these tasks on time is of high priority. We will work on the writing in class and you will have the chance to review and revise it. Your grade on the individual submissions of exercises will be worth a potential **4%**. You will then submit a portfolio of your written work, which includes the steps that you have taken to get to the end result (You will be required to revise your work). The completed and revised portfolio will be worth a potential **14%**. An emphasis will be placed on the process of writing and developing sound writing practices, which include a strong awareness of the relevance of audience, purpose and voice with regard to specific types of writing.

Details of topics and assignments will be posted online and discussed in class. If you miss a seminar, check Moodle to see if anything had to be turned in during that class. You must submit the writing exercise within 24 hours of a missed class. To not do so will disrupt the flow of the seminar as a whole as everyone's participation is integral. If you are unable to do so due to extenuating circumstances it is your responsibility to ensure that I receive official notice and that we agree on an alternative arrangement.

Analytical Piece (1000 to 1500 Words): 20%

This piece will demand that you be both concise and precise in your writing. You will be given a choice of topics to choose from. You will be expected to express your opinion, make a clear argument and employ/deploy strategies of knowledge dissemination.

Attendance and Participation - 20%

Attendance and participation in the seminar is required.

You are expected to contribute to the discussion, and to support your colleagues in participating as well. You are also expected to participate in and complete all in-class exercises and homework exercises that are assigned and to collaborate fully in collaborative projects. *Two or more unexcused absences will result in your grade being marked down. Non-attendance will result in an "F" in the course. For an excused absence you must: (i) provide an official note excusing your absence and (ii) submit a two page reflection paper based on the readings or film assigned for that week, due the next class day.* If you know that for extenuating circumstances you will need to miss a class, please let me know. It is always helpful in terms of planning the seminar.

Summary of Grading

Attendance and Participation:
Portfolio 1

20%

(4 x 4% (submission of in-class work) + 14% (submission of revised collection): 30%
Analytical Piece 20%
Portfolio 2
(4 x 4% (submission of in-class work) + 14% (submission of revised collection): 30%

General Notes

INCOMPLETES will not be given except in unusual circumstances.

LATE PAPER POLICY – late assignments will be marked down (5% for each day they are late). Exercises to be completed in class are due within 24 hours. If this is not strictly followed you will forfeit your mark for that exercise (which is part of your portfolio grade). Assignments will not be accepted after a week past the deadline.

RESPONDING TO EMAIL: I will aim to respond to questions sent by email within 48 hours on weekdays. Please do not expect a response on the weekend. I much prefer to talk with students during office hours. A guideline about which questions are better suited to which forums will be provided in week 2.

RETURN of SUBMITTED WORK: We will do a significant amount of collaborative and peer review. I will return exercises that are submitted within 1 week or less. Some will be commented upon more heavily than others, depending on how we have ‘workshopped’ them in class.

Academic Honesty

Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University’s official policy on academic honesty. Following is a summary (you can read it in full at: http://www.umass.edu/dean_students/code_conduct/acad_honest.htm)

If an instructor finds that a student has violated the University’s Academic Honesty Policy, the instructor has the right to lower the student’s grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members’ decisions.

The Updated Student Academic Regulations can be read at:
<http://www.umass.edu/registrar/media/academicregs.pdf>

Accommodations

Please let me know as early as possible if you are ever in the situation of requiring other accommodations due to an illness or disability-related situation. I’ll be happy to coordinate with you and other university offices if necessary.

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Seminar Outline Fall 2012

This outline is subject to change – Please refer to Moodle for any updates.

There will be accompanying readings posted to Moodle. Many I will provide. Others you will provide. Details of readings and full bibliographic information will be provided in Moodle (unless deleted for the sake of the exercise).

Date	Topic and Readings/Films
Week 1	Defining Writing Practices
Wed. Sept. 5 th	Introduction
Fri. Sept 7 th	<ul style="list-style-type: none">• Moraga, Cherrie. Excerpt from Waiting in the Wings• Lorde, Audre. The Master's Tools Will Never Dismantle the Master's House
Week 2	Locating Feminist Writing
Mon. Sept. 10 th	Identify, read and bring to class an example of feminist writing that you find in the public sphere. Be prepared to share where you found the piece, why it speaks to you, what it means for it to be in the public domain.
Wed. Sept. 12 th	In-class exercise – Enter into dialogue with a feminist writer
Fri. Sept. 14 th	Workshop – Form and Feminist Writing ***Submit 'locating feminist writing' exercise***
Week 3	The Politics of Theory
Mon. Sept. 17 th	<ul style="list-style-type: none">• Grosz, E. Sexual Signatures• Weston, K. Theory, Theory, Who's got the Theory

	<ul style="list-style-type: none"> Lutz, C. The erasure of women's writing in sociocultural anthropology
Wed. Sept. 19 th	<p>In-class exercise – From lived experiences to Feminist Theory – Which paths can one write?</p> <p>***Submit 'politics of theory' exercise***</p>
Fri. Sept. 21 st	<p>Workshop – Histories of Feminist Exclusions, Narratives of Self</p> <p>To submit – Theme for Week 4</p>
Week 4	Making the Point (Collaborative Work)
Mon. Sept. 24 th	<p>Bring to class 5 facts per group member on a particular theme. The theme will have been submitted to J. Luce on Sept. 21st (via Moodle).</p> <p>In-class exercise – Fact-finding, prioritizing, engaging and understanding</p> <p>You will receive additional information for this exercise in class.</p>
Wed. Sept. 26 th	In-class analysis and writing
Fri. Sept. 28 th	<p>Workshop – Re-drafting of Wednesday's results</p> <p>***Submit 'making the point' exercise***</p>
Week 5	Extending the Story – Speaking to Multiple Audiences
Mon. Oct. 1 st	<p>Life Writing, Autobiography, Fiction and Critical Non-fiction.</p> <p>Choose two of the texts to read and analyze closely.</p>
Wed. Oct. 3 rd	In-class discussion of conventions in representation
Fri. Oct. 5 th	<p>In-class writing</p> <p>***Submit 'extending the story' exercise***</p>

Week 6	Writing as a Research Strategy
Mon. Oct. 8 th	Columbus Day – NO CLASS
Tues. Oct. 9 th	<p>Components of Research</p> <ul style="list-style-type: none"> • Writing Research Notes • Coding Notes • Writing annotations <p>Readings: Emerson, Robert, Writing Ethnographic Fieldnotes Emerson, Robert, Coding and Memoing</p>
Wed. Oct. 10 th	Working With Technologies
Fri. Oct. 12 th	Working without Technologies ***Portfolio 1 Due***
Week 7	Writing as a Research Strategy
Mon. Oct. 15 th	Writing with Technologies
Wed. Oct. 17 th	Writing without Technologies
Fri. Oct. 19 th	In-class writing – research as process ***Submit 'writing as research strategy' exercise***
Week 8	Analytical Writing
Mon. Oct. 22 nd	Forms of argumentation
Wed. Oct. 24 th	Structural Constraints and Structural Play ***Submit 'constraints and play' exercise***
Fri. Oct. 26 th	Getting it Wrong??

Week 9	Analytical Writing
Mon. Oct. 29 th	The power of tangents
Wed. Oct. 31 st	In-class editing (collaborative)
Fri. Nov. 2 nd	In-class re-structuring (collaborative)
Week 10	Writing Abstracts and Executive Summaries
Mon. Nov. 5 th	Selection, Abstraction, Markets
Wed. Nov. 7 th	In-class writing ***Analytical Piece due***
Fri. Nov. 9 th	In-class review and abstract selection
Week 11	Writing Proposals (Grants, Applications, etc.)
Mon. Nov. 12 th	Veterans' Day – NO CLASS
Wed. Nov. 14 th	What's different about grant proposal writing?
Fri. Nov. 16 th	In-class review of initial proposal ideas ***Submit 'proposals' exercise***
Week 12	Transforming Writing
Mon. Nov. 19 th	Writing a Conference Paper
Wed. Nov. 21 st	Performative Projects
Fri. Nov. 23 rd	Thanksgiving Recess – NO CLASS

Week 13	Transforming Writing
Mon. Nov. 26 th	Blogging and on-line journalism
Wed. Nov. 28 th	In class Presentations (group A) ***Submit 'transforming writing' exercise*** (Note: this is an audio submission)
Fri. Nov. 30 th	In-class Presentations (group B) ***Submit 'transforming writing' exercise*** (Note: this is an audio submission)
Week 14	Re-drafting, Editing, Polishing, Declaring it Finished
Mon. Dec. 3 rd	Trouble-shooting: Partner review
Wed. Dec. 5 th	Whole class review
Fri. Dec. 7 th	***Portfolio 2 due***