

Instructor: Erick Ramirez
 Section ID: 586119
 Class Days & Times: M/W 9:30-10:50

Office Hours: M/W 11-12
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MCWP 50: The Social Construction of Romantic Love

In this course we will focus on different perspectives that have been taken on romantic love and loving relationships. Some authors argue that love, as we understand it, was constructed to govern relationships between two people in order to meet the needs of society. Love is praised as being the best thing in life (“all you need is love”) and condemned as a mechanism for female (and male) oppression. We will read arguments from authors who argue that loving relationships are identity-forming and help you learn about yourself in ways impossible without love as well as those who argue over whether love is a social construction or a basic universal emotion. The purpose of this course is for you to learn how to research a subject, choose a topic, and make your own reasoned argument using your findings. You will be asked to examine facts and issues in an effort to interpret them while introducing and supporting your own *informed* perspective on relevant issue(s).

Texts:

***Muir 50 Reader**. Available for purchase online from University Readers at www.universityreaders.com, 800-200-3908, or 858-552-1120. Readers will be distributed the first two weeks of classes. After the second week, contact UR directly and make arrangements to pick up your reader.

****The Unbearable Lightness of Being*** by Milan Kundera and ***The Craft of Research***, 2nd Edition by Wayne C. Booth, G. Colomb, and J.M. Williams. Both are available at Groundwork Bookstore 858-452-9625. Please purchase all texts as soon as possible.

Grades: Muir 50 is taken for a letter grade only. You need to complete all assigned work in order to receive a passing grade in the course. Course grade breakdown:

Annotated and Evaluative Bibliography, including drafts	25%
Research Paper Proposal, including drafts	10%
Research-based Paper including drafts & workshops	55%
Attendance/Writing responses/Participation/Conduct	10%

Writing Responses: At various times, informal responses are required. Writing responses may be written in and outside of class. Prompts will be provided in class. The intention of this assignment is to engage in critical analysis of texts and to develop possible connections between class discussions and the texts. It is important that you develop your *own* critical responses. These will be collected and read by me at various times during the semester and collected at the end of the semester.

Writing Assignments: An Annotated and Evaluative Bibliography of 15 entries; a Paper Proposal of 3-5 pages; and a Research-based Paper of 10-12 pages are required. Prompts will be handed out in class prior to the assignment due date.

Workshops: Since this is a writing class, part of our time will be devoted to workshopping writing assignments. In order to receive credit for this part of the class you must bring drafts of your assignment(s) at appointed times to class for workshopping with your peers.

Portfolio: You are responsible for keeping all copies of all pieces of writing submitted throughout the quarter in a portfolio. If an assignment is lost or missing, you are responsible for replacing it. At the end of the quarter, you will submit your final portfolio, which includes all completed assignments. Be sure to include drafts with my comments and your peers' comments on them.

Attendance: If you miss more than two classes per quarter, you will be in danger of not passing the class. If you are late twice by more than 10 minutes, it will count as an absence. Absent/late students must inquire from other

students what was covered in class. Important information, including changes to the syllabus, may have been discussed. Also, absent students *must* turn in assignments on time to the black drop box outside the office. Class participation, including being prepared to discuss the assigned texts, is crucial to this course. If you do not participate in class, you will be counted as absent.

Conduct / Preparation: Always bring your reader or assigned text to class. Assigned readings are to be completed **before** class. Please come with questions about readings to each section, and be prepared to discuss the material in a thoughtful manner. Treat your fellow students with respect. They are your one of your best resources in this course. Everyone should feel free to discuss their thoughts about their own work and about the material being covered. Disagreements will occur, this is normal; please make sure that you treat your peers, and your instructor, with respect. On workshop days, it is expected that you come prepared with copies of your essay to discuss with your group. The number of copies needed will be determined earlier in class (usually 2-3).

A great deal of professional and academic writing is collaborative in nature. An author stands to benefit greatly by having others' read her/his work. Throughout the quarter you will have the opportunity to provide feedback on the written work that your classmates produce (and vice versa). The object of peer reviewing is to help you become better at reading and engaging the work of your peers as well as to receive useful feedback on the progress of your own paper. Your comments should be constructive and geared toward improving the quality of your classmate's work.

Late Papers/Paper Submission: Late papers are not accepted unless special arrangements are made with me ahead of the due date—**NO EXCEPTIONS!** You will be asked to use a specific documentation and format style according to the assignment. This will be made clear with each assignment. Papers must be typed on 8x11" paper, double-spaced, with your name, paper identification, and page number on each page in a header (EXCEPTION—you do not need to mark page 1). The only acceptable way to submit a paper to me other than in person is to place it in the black drop box outside the Muir Writing Program office. Do not slide papers under the program door or leave them in my personal mailbox.

E-mail Account: I will oftentimes make announcements by e-mail, so check your inbox daily. I will not send e-mail to an outside e-mail account so it is important that you get comfortable with using your UCSD e-mail. I **strongly** encourage you to contact me by e-mail if any problems or questions arise during the quarter or if you have questions about anything related to the course. Please use appropriate e-mail etiquette when composing your responses.

Turnitin.com: The Muir Writing Program uses the services of an Internet plagiarism detection service called Turnitin.com. Turnitin.com compares papers not only against the entire Internet, but also against a database of currently and previously submitted student papers along with many other published books and articles. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism. Use of the Turitin.com service is subject to the terms of use agreement posted on the Turitin.com site. You must submit an **exact** electronic copy of the paper you turn in to me (we check for this). Failure to submit your papers to Turnitin.com will result in a failing grade.

Online Course Evaluations: Each Muir Writing Program student is required to complete an online Course Evaluation. A link to the evaluation, along with instructions for accessing and completing the evaluation, will be emailed to your UCSD email account during Week 8. Print out the Confirmation Page—the final page of the online evaluation—and submit it as part of your final portfolio.

Tutoring Appointments: Free tutoring is available to students enrolled in MCWP courses. Obtain a Referral Form from your instructor, then sign up at the main office for a 30-minute appointment. Cancel your appointment in advance if you are unable to attend; there are a limited number of appointments available, and not showing up may prevent another student from getting help. A missed appointment will be counted as an absence by your instructor. If a student misses a second appointment, s/he will lose tutoring privileges.

Contact Information: I will have at least two office hours every week. While not mandatory, attendance at an office hour is a useful tool to help you clarify any issues you have about the readings, get help on paper topics, pick up on issues you found interesting in discussion, or inform me of any concerns you might have about the course. It is very important that you see me sooner rather than later if you are having problems in the course. I am here to help! I strongly encourage you to try to attend office hours, at least once, it comes with a money back guarantee.

Food: I am generally tolerant towards bringing food into the classroom *however* make sure that whatever you bring will not disrupt your ability to participate in discussion or prevent you from working with other students. Examples of appropriate food include: coffee, soda, quiet snacks, etc.

Useful Websites:

MUIR COLLEGE WRITING PROGRAM: <http://www-muir.ucsd.edu/muir-writing/index.html>

MLA documentation style: http://owl.english.purdue.edu/handouts/research/r_mla.html

Non-sexist language: http://owl.english.purdue.edu/handouts/general/gl_nonsex.html

Oasis: <http://oasis.ucsd.edu>

Important Dates

4/27 Last Day for Students to drop without a “W” showing up transcript
5/1 Last Day for Students to drop without an “F” showing up transcript
6/8 Deadline for Student’s Final Portfolios

Tentative Course Schedule:

This is an outline of the readings and assignments for this quarter. They can and will be changed to suit the needs of the class. Make sure you attend class regularly (and check your e-mail) to make note of changes to the syllabus. It is your responsibility to stay informed of the readings and assignments; it is my responsibility to keep you informed.

Week 1: M- Expectations, syllabus, introductions, in-class writing on short essay.
4/2 HW: Read excerpts from Plato’s “Symposium” [189-194 and 199c-212b] and *The Craft of Research*, pages 9-16
W- Discuss Symposium, Research papers
HW: Read *The Craft of Research*, 56-74, Solomon 1-24, Solomon Assignment

Week 2: M- Discuss Solomon, annotating bibliography, problems+arguments
4/9 Fallacies: How to spot them and how to avoid making them!
HW: Read de Botton (43-50), annotate (bring 2 copies)
W- Fallacy Quiz!, Annotation Workshop, in class annotation project (de Botton 37-42)
HW: Bring 2 new entries for bibliography, (2 copies of each)
Read Averill 25-34, *The Craft of Research* 114-126

Week 3
4/16 M- Discuss Averill, workshop annotation assignment, in class de Botton 43-50
HW: Read Firestone 51-58, *The Craft of Research* 127-148
Draft #2 of Bibliography, 7 entries due next class, 1 copy.
W- Discuss Firestone. Proposal prompt given, workshop research topics
HW: Read Solomon 59-67,
Write Draft #1 of Paper Proposal, 3-4 pages, due Friday at 11:30.

Week 4: **CONFERENCES, NO CLASS.** My conference is: Day_____ Time_____.
4/23 Each student will meet with me individually for 15 minutes. In these meetings, we will discuss your portfolio, your progress in the course, and any questions you have regarding the course and upcoming work. These conferences are meant to be helpful and informative for you and we will spend most of the time talking about your own writing. Come prepared with paper, pen, questions, and concerns. A missed conference is considered an absence.

HW: Read Lindholm 69-77

*Revise Paper Proposal. Final draft due Monday, 3-5 pages

Week 5: M- Final Paper Proposal due, 3-5 pages, discuss Lindholm, Discuss transition
4/30 from proposal to research paper.
HW: Final Draft of Annotated Bibliography due Friday, 15 entries
Read, *ULB* Part I
W- Final Draft of AB due Friday, Reading QUIZ!
The Craft of Research, pages 111-126. HW: Final Draft of Annotated Bibliography
due Friday, 15 entries, Read, *ULB* Parts II and III

Week 6: M- Quiz: *Unbearable Lightness of Being*,
5/7 Read *ULB*, and *The Craft of Research*, pages 208-221
W- Discuss *ULB*, Research Paper Prompt, Paper Structure
Write 1st draft of Research Paper, Wed. 3-4 pages, 2 copies.

Week 7: M- Workshop RP, Draft #2
5/14 Revise Research Paper for conferences next week, Draft #3, 6-7 pages, due Friday
at 11:30.
W- Workshop RP, Draft #4
Continue revising RP, Draft 4, 9-10 pages, 1 copy due Thu.

Week 8: **CONFERENCES, NO CLASS.** My conference is: Day_____ Time_____.
5/21 Revise Research Paper, Draft #4, 8-9 pages, 2 copies, due Mon.

Week 9: M- **Memorial Day – NO CLASS**
5/28 W- Workshop revised paper.
Continue revising RP, 10-12 pages, 1 copy due Mon.

Week 10: M- Erick's Quarterly Food + Revision day!
6/4 HW: Revise paper. Final draft, 10-12 pages due Wed.
W- Final Draft of Paper 2, 12 pages, **due today**. NO EXCEPTIONS. Bring your all
drafts, in-class writing, etc for your portfolio.