**Writing Intensive Section Syllabus:**

**LS106 Philosophy of Law\***

Spring 2024

Professor Chris Kutz

GSI: Haley Anderson (hsanderson@berkeley.edu)

Section Meeting: TBD

Office Hours: TBD

**Contact Information**

Please email me at **hsanderson@berkeley.edu** with any questions or concerns. I will endeavor to respond to emails within 2 school days. I will not respond via other platforms.

**Student Office Hours**

My drop-in office hours for students are TBD. If this timing does not work for you or you would like to speak privately, please email me to schedule another time. Drop-in office hours will be held at the Free Speech Movement Café’s outdoor patio. The café itself is in Moffitt Library. Privately scheduled Zoom office hours will be held at meeting ID 349 469 2636.

**Section Purpose and Goals**

The goal of Legal Studies 106 is to examine the nature of law with philosophical rigor, and all students in this course will work to hone the skills of engaging with texts and presenting analytical arguments. To this end, all students are asked to submit two papers (4-5 pages each) and one editorial (750-900 words) and take two exams over the course of the semester.

The purpose of this Writing Intensive discussion section is to spend extra time working together to practice all stages of the writing process, including drafting, revising, and editing. Through additional writing assignments, workshops of your ideas and paper drafts, and structured in-section debates, you will confront not only the course materials but also yourself as thinker. You will be asked to offer reflections on the readings, on your own writing, and on your classmates’ writing. The aim of these exercises will be to develop your ability to articulate clear and compelling arguments—both in your own writing and speech, and in providing feedback to others.

The type of argumentation and writing we’ll be focusing on together is in the mode of academic philosophy. Strong essays and debate presentations for this class will consist of the reasoned defense of a claim. You will see examples of this type of argumentation in the assigned readings, and you will also learn from the ways in which the readings sometimes fall short.

My goal is that you leave this discussion section being able to do the following: (1) reconstruct complex philosophical arguments in writing and speech; (2) write clearly, concisely, and convincingly about the strengths and vulnerabilities of philosophical arguments; (3) offer constructive feedback on your classmates’ writing and incorporate others’ feedback into your own writing; and (4) produce well-reasoned analytical prose.

**Attendance**

Attendance at every section meeting is expected, and absences will affect your grade. If you must miss a class, please email me before the relevant session begins. If you do so, your absence will be considered excused (provided you have not used your allotment of three excused absences for the semester, as described below).

More than three **excused** absences will affect your class participation grade. More than **four** **unexcused** absences will result in a failing grade for the course. If you either do not email before the session or you have already used your excused absence allocation, the absence will be considered unexcused, which will negatively impact your participation grade (see Grading & Course Requirements below).

Beyond this, our work together in section is designed to help you improve your writing. If you are not present to benefit from in-class work, you may find that your writing is not as strong as it can be and thus your absences may be reflected indirectly in your essay grades as well.

**Berkeley Time**

Our discussion section will follow “Berkeley time,” meaning it begins 10 minutes past the hour.

**Missed Sessions**

Unless you have a DSP accommodation that provides for recording or remote attendance, you will not have access to any recordings of our class sessions. If you miss a discussion section, I encourage you to get notes from a classmate and you would be welcome to speak with me in office hours to go over the material and exercises you missed.

**Grading & Course Requirements**

Your grade will be based on the following components:

* **10%** Weekly Writing Assignments (WWAs)
* **10%** participation in section
* **50%** paper grades (two papers, each of which is 25% of your overall grade) **(due February 16 and March 22)**
* **15%** editorial grade **(due April 25)**
* **20%** final exam
* You are also required to complete an in-class, peer-shadow-graded midterm **(on April 3)**. The peer-given grade is for your information only, but your peer grading will count as a WWA.

The **WWAs** component of the grade will be assessed as follows: each WWA will be given a grade of check plus (3 points), check (2 points), or check minus (1 point), on the basis of effort and insight shown. Those individual grades will be combined into a single average, with a 3-point average converted to 100%, a 2-point average to 88%, and a 1-point average to 76%.

The **section participation** component will be assessed as follows: If you engage in in-section discussion, you will receive credit for that week. If you have an excused absence for a section meeting, I will also excuse your participation for that meeting. At the end of the semester, your section participation grade will be calculated as: the number of sessions in which you participated *divided by* the number of sessions I expect you to have attended.

I do not re-grade, and I do not offer grade adjustments. If you find a numerical error or would like to understand why you received a particular grade, please approach me in office hours to discuss. Note that students in the non-WI sections of LS106 can appeal grades to Professor Kutz, but this policy does not apply to students in the writing-intensive section because of the different structure and purpose of our section.”

**Assignment Types**

As you will see in the tentative course schedule below, your WWAs will consist of various types of assignments. These may not always look like standard writing assignments. Some weeks, I ask you to complete an in-section **fast write**, taking 10 or 15 minutes to respond to a prompt that I provide at the beginning of class. Other weeks, I ask you to **prepare materials** **for in-section debates**.

In the weeks leading up to essay deadlines, your WWAs are geared toward preparing your ultimate submissions. For each essay (Paper 1, Paper 2, and the Editorial), I ask you to submit two preparatory documents—a short exploration of an idea (“Idea”) and a full draft for review and revision (“Draft”).

The purpose of an **Idea** is to start working through what your core argument for the essay may be. This is a great opportunity to raise questions or concerns about the argument you’re thinking of making, or to weigh multiple approaches that you’re considering. Your Idea should be 300-500 words, posted to bCourses, and it is due approximately two weeks before each essay deadline (see schedule below for exact deadlines). In section that week, you will discuss the Ideas that you and your classmates have submitted, and you will have a short conference with me. Through this process, you will receive feedback that will help guide how you write your Draft, including what your claim and supporting evidence will be.

The purpose of a **Draft**, then, is to receive more targeted feedback on both your argument and the way you’ve gone about making it. Your Draft should be an early version of your essay—beyond mere notes, plans, or an outline—that is complete enough for readers to productively engage with it and offer feedback. Drafts are due approximately one week after your Idea and approximately one week before the essay deadline (see schedule below for exact deadlines) so that you have enough time to build your Idea into a Draft and revise your Draft into a final version for submission. In section the week that Drafts are due, we will discuss trends in various Drafts together as a section and workshop your Drafts in small groups.

When you submit the final version of each essay, I also ask you to include a **Reflection** on the writing process. In the Reflection, you should include: 1) an explanation of the changes you made in relation to the comments by instructors and peers and on your own accord; 2) what you are proud of in the essay; 3) what you learned through the process of writing the essay; and 4) what you think requires more work. Your Reflection should be roughly 500 words, but there is no upper or lower limit for your word count, provided the piece addresses these four topics. Your reflection is *not a WWA*. This piece of writing will also be graded on the check-minus to check-plus scale (1-3 points), but it will be worth 3 out of 100 points in your grade for each essay.

**Extensions**

Essay deadlines are firm unless you have worked out an accommodation with me **via email at least 2 days before the assignment deadline**. If you have not worked out an accommodation in advance, I will deduct 1/3 grade for every day the assignment is late.

**Respect**

I expect respect to be at the core of our classroom experience. Showing respect here includes but is not limited to:

* Addressing one another with dignity and compassion, especially when discussing sensitive topics;
* Doing the reading in advance of our class discussion;
* Avoiding electronic distractions by silencing cell phones and other devices;
* Maintaining confidentiality regarding any personal information divulged during section;
* Backing up claims with support, whether from your personal experience (using “I” statements), the course materials, or other scholarly or empirical information; and
* Conducting yourself with academic honesty.

**Academic Honesty**

Academic misconduct includes plagiarism and cheating in *all forms*. Plagiarism consists in offering work as your own for a grade without acknowledging its source. Self-plagiarism, or offering your own work submitted for grading in another course, is also prohibited. I interpret these policies to prohibit text generated by AI systems such as ChatGPT, even if you have made minor changes to wording.

Any student discovered to have committed academic misconduct will see that reflected in their final grade and may be referred to the Office of Student Conduct for disciplinary action. To avoid any implication of misconduct, always cite any work that you borrow from others as soon as you use it. For more information and definitions of cheating and plagiarism, please see:

* “Appendix II: Academic Misconduct” in the Berkeley Campus Code of Student Conduct: <https://conduct.berkeley.edu/wp-content/uploads/2021/04/Code_of_Conduct-March_2021.pdf#page=26>
* Purdue Online Writing Lab, *Frequently Asked Questions Regarding Plagiarism*: <https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_faq.html>

**Student Parent Policy**

If you experience an unforeseen disruption in childcare and need to bring a child with you to section, you do not need to ask me in advance. If you do need to bring a child to section, please excuse yourself if your child requires special attention in a way that is disrupting the learning of the class. All students are expected to be respectful of their fellow students, and to help create an environment hospitable to parents in the classroom.

**Disability Accommodations**

If you need accommodations for lectures, assignments, or exams, please let me and Professor Kutz know how we can meet your needs, even if you have not yet been able to secure an official accommodation letter through the Disabled Students Program (DSP). Please see the “Campus Resources” section of this syllabus for their contact information and for other important student offices.

**Mandatory Reporting**

I believe strongly in your right to live and learn in an environment free of sexual harassment and violence, and I will be glad to discuss any concerns that you have as discreetly as possible. However, you should know that, as an instructor, I am a mandatory reporter for Title IX. If you come to me regarding an incident of harassment or assault, I will be required by law to report that incident to the Title IX office. If you need to speak to someone confidentially, you may contact one of the following:

* **The Confidential Care Advocate**
  + for 24-hour hotline, 510-643-2005; for scheduling appointments, 510-642-1988
  + <https://care.berkeley.edu/how-we-support-survivors/meet-an-advocate/>
* **Social Services Counseling at UHS**
  + 510-642-6074; for after-hours emergency, 855-817-5667
  + <https://uhs.berkeley.edu/socialservices>

**Tentative Course Schedule & WWAs**

**General WWA Instructions**

WWAs are due **before** the beginning of section each week (unless specified otherwise below). WWA response papers should be posted on the “Discussion” tab of the bCourses site for the LS106 WI section.

**Week of January 22 (Section TBD):**

WWA: *In-section fast write based on prompt to be announced at the start of class. There is no assignment due before this section.*

**Week of January 29 (Section TBD):**

Idea for Paper 1 (300-500 words, posted to bCourses before section).

**Week of February 5 (Section TBD):**

Draft for Paper 1 (Google doc link posted to bCourses, **due** )

**Week of February 12 (Section TBD):**

WWA: Submit your Reflection for Paper 1 (~500 words) *with your final draft* of Paper 1.

**[Paper 1 due Friday, February 16**]

**Week of February 19 (Section TBD):**

WWA: Prepare for in-section debate (topics and groups to be decided in section the week prior).

**Week of February 26 (Section TBD):**

WWA: *In-section fast write based on prompt to be announced at the start of class. There is no assignment due before this section.*

**Week of March 4 (Section TBD):**

WWA: Idea for Paper 2 (300-500 words, posted to bCourses before section).

**Week of March 11 (Section TBD):**

WWA: Draft for Paper 2 (Google doc link posted to bCourses, **due by TBD**).

**Week of March 18 (Section TBD):**

WWA 1: Prepare for in-section debate (topics and groups to be decided in section the week prior).

WWA 2: Submit your Reflection for Paper 2 (~500 words) *with your final draft* of Paper 2.

**[Paper 2 due Friday, March 22**]

**Week of March 25:**

[Spring Break. No section meeting and no WWA due.]

**Week of April 1 (Section TBD):**

**[In-class shadow midterm on Wednesday, April 3**]

WWA: Submit peer review of a classmate’s midterm **by end of class on Friday, April 5.**

**Week of April 8 (Section TBD):**

WWA: Idea for Editorial (300-500 words, posted to bCourses before section).

**Week of April 15 (Section TBD):**

WWA: Draft for Editorial (Google doc link posted to bCourses, **due by TBD**).

**Week of April 22 (Section TBD):**

WWA: Submit your Reflection for your Editorial (~500 words) *with your final draft* of your Editorial.

**[Editorial due Thursday, April 25**]

**Philosophy Resources**

Niko Kolodny, “How to Write for a Philosophy Course”

<https://www.ocf.berkeley.edu/~ngkolodny/BerkeleyConnectWritingWorkshop.pdf>

Jim Pryor, “Guidelines on Writing a Philosophy Paper”

<http://www.jimpryor.net/teaching/guidelines/writing.html>

Jim Pryor, “Guidelines on Reading Philosophy”

<http://www.jimpryor.net/teaching/guidelines/reading.html>

Stanford Encyclopedia of Philosophy

<https://plato.stanford.edu/>

**General Writing Resources**

Berkeley SLC, “Nine Ways to Improve Your Academic Writing”

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/nine-basic-ways-improve-your-style-academic-writing>

Harvard Writing Center, “Strategies for Essay Writing”

<https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

Purdue Online Writing Lab

<https://owl.purdue.edu/owl/general_writing/index.html>

**Campus Resources**

**Disabled Students’ Program (DSP)**

260 César E. Chávez Student Center #4250

Voice: 510-642-0518 | TTY: 510-642-6376

*Services to meet the specific needs of each student as identified by DSP’s specialists.*

[http://dsp.berkeley.edu](http://dsp.berkeley.edu/)

**Educational Opportunity Program (EOP)**

119 César E. Chávez Student Center

Appointments: 510-642-7224

Quick Questions: advising@berkeley.edu

*Guidance and resources for first generation, low-income, and historically excluded students.*

<https://eop.berkeley.edu/>

**Office for the Prevention of Harassment and Discrimination (OPHD)**

2111 Bancroft Way, Suite 300

510-643-7985

ask\_ophd@berkeley.edu

*Oversees campus compliance with policies prohibiting discrimination and harassment, including by taking reports of violations.*

<https://ophd.berkeley.edu/>

**Ombudsperson for Students**

510-642-5754

*Confidential dispute resolution for University-related problems (academic or administrative).*

<https://sa.berkeley.edu/ombuds>

**Student Learning Center (SLC)**

César E. Chávez Student Center

510-642-9494

*Primary academic support service for students (tutoring, study groups, workshops, etc.).*

<https://slc.berkeley.edu/>

**Tang Center for Counseling and Psychological Services**

2222 Bancroft Way

510-642-9494

*Short-term counseling for academic, career, and personal issues, as well as psychiatry services.*

<https://uhs.berkeley.edu/caps>

**University Health Services COVID-19 Testing**

2222 Bancroft Way

510-642-2000

<https://uhs.berkeley.edu/coronavirus/testing-covid-19>

*\*This syllabus and some of the language used herein is indebted to/borrowed from Anna Zaret and Eli Lawliet and, by extension, Melissa McCall and Abigail Stepnitz.*