

BENJAMIN FRANKLIN AND THE AMERICAN DREAM: AN INQUIRY INTO OUR FOUNDING VALUES



ITHACA SEMINAR IN WRITING (ICSM-10800)

Sec. 01: TR 08:35 to 09:50 AM

Zoom Meeting ID: 961 5948 9609

FALL, 2025

Smiddy 115

Passcode: BFS01

Sec. 03: TR 01:00 to 02:15 PM

Zoom Meeting ID: 968 1545 2854

Smiddy 115

Passcode: BFS03

Common Hour: M 12:00 to 12:50 PM

Zoom Meeting ID: 977 3461 1652

Friends 207

Passcode: CH108

Dr. Anthony Di Renzo (direnzo@ithaca.edu)

Office Hours: MW 10:00 AM to 11:30 AM

Offices and Phones:

Smiddy 426, 4-3614 (*faculty*); Smiddy 430, 4-3138 (*department*)

Zoom Meeting ID: 947 4283 7021

Passcode: Antonio

CLASS TEXTS

- ◆ Cullen, Jim. *The American Dream: A Short History of an Idea That Shaped a Nation*. (Oxford, 2003)
- ◆ Franklin, Benjamin. *The Autobiography and Other Writings*. Ed. L. Jesse Lemisch. With a New Introduction by Walter Isaacson and an Afterword by Carla Mulford. (Signet, 2014)
- ◆ Gaustad, Edward. *Benjamin Franklin: Lives and Legacies*. (Oxford, 2006)
- ◆ Miller, Arthur. *Death of a Salesman: Certain Private Conversations in Two Acts and a Requiem*. (Penguin, 1976)
- ◆ Palmquist, Mike. *Joining the Conversation: A Guide for Writers*. 5th ed. (Bedford/St. Martin's, 2023)
- ◆ Schneller, Beverly, ed. *Writing about Business and Industry*. (Oxford, 1995)



FOR YOUR FRANKLIN PLANNER

“Benjamin Franklin was filled with the spirit of capitalism at a time when his printing shop did not differ in form from any handicraft enterprise. But Franklin transformed *business*, which was at best ethically tolerated, into a *calling*. This revolutionary idea gave the life of the new American entrepreneur its ethical foundation and justification.”

~~Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (1905)

“Benjamin Franklin is a puzzle and a prize. He fascinated people in his day and continues to fascinate us today. Why? I think because of his combination of common sense and uncommon ideas, of the prosaic and the poetic, plebeian and patrician, expected and unexpected.”

~~Edmund S. Morgan, *Benjamin Franklin* (2002)

“Franklin’s story is of an exceedingly gifted and most engaging man. It is also the story of the birth of America and the marketplace. This businessman first discovered himself, then helped create our world. Has anyone been more *American* than Franklin? His curiosity, inventiveness, practicality, love of liberty and science, willingness to compromise, and wit make him the Founder who most combines the qualities Americans most often display.”

~~H.W. Brands, *The First American: The Life and Times of Benjamin Franklin* (2000)

“Benjamin Franklin was the most accomplished American of his age and the most influential in inventing the type of society America would become. Indeed, the roots of much of what distinguishes our nation can be found in Franklin: its cracker-barrel humor and wisdom; its technological ingenuity; its pluralistic tolerance; its ability to weave together individualism and community cooperation; its philosophical pragmatism; its celebration of meritocratic mobility; the idealistic streak ingrained in its foreign policy; and the Main Street (or Market Street) virtues that serve as the foundation of its civic values.”

~~Walter Isaacson, *Benjamin Franklin: An American Life* (2003)

“If money matters, then Franklin matters: So I concluded as I communed with his statue one crisp evening in that dreary, difficult time at the Wharton Business School of the University of Pennsylvania. But I did not commune for long. There was no time for reverie in business school, no time for teasing questions. No time for reflection or speculation. There was no time even to read ‘The Way to Wealth.’ The discovery of ancestors must wait, I told myself, until you have learned the difference between perpetual and periodic inventory systems. But I did not doubt that the discovery mattered. My dream needed a new ending. To earn the blessing of Franklin’s ghost, to quiet the spirits that struggled within me, I would have the step out of the shadows and wrestle the old man myself.”

~~Peter Baida, *Poor Richard’s Legacy: American Business Values from Franklin to Milken* (1990)

WILLY: Ben! I’ve been waiting for you so long! What’s the secret? How did you do it?

BEN: Oh, there’s a story in that.

~~Arthur Miller, *Death of a Salesman* (1949)



COURSE DESCRIPTION AND LEARNING OBJECTIVES

This Ithaca Seminar in Writing (ICSM-10800) investigates the AMERICAN DREAM: the belief that all Americans can achieve prosperity, success, and upward mobility through hard work because we supposedly live in an open society with few barriers. James Truslow Adams coined the term in *The Epic of America* (1931), published at the beginning of the Great Depression. “The Dream of America,” Adams wrote, “is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement, regardless of social class or circumstances of birth.”

The American Dream is rooted in John Winthrop’s “City on a Hill” sermon, which defines America as the new Promised Land; in the Declaration of Independence, which proclaims that “all men are created equal” with a right to “life, liberty, and the pursuit of happiness;” and in the U.S. Constitution, which promises to “secure the Blessings of Liberty to ourselves and our Posterity.” These ideals are grounded in a passionate belief in work and progress inspired by Puritan faith and a practical talent for innovation and enterprise based on Enlightenment science.

Both traits unite in BENJAMIN FRANKLIN, the first spokesperson for the American Dream and the focus of our inquiry into this country’s founding values. The youngest son of a poor candle maker, Franklin began his career as a printer and bookseller. By improvising a broad education and capitalizing on a gift for words, he became a successful editor, publisher, entrepreneur, inventor, scientist, legislator, and ambassador. His strategies for communicating intelligently and effectively in the academy, the marketplace, and the assembly remain fresh and instructive, and the problems and paradoxes of the intellectual, commercial, and political worlds that formed him still shape our capitalist democracy.

For this reason, Franklin remains the most popular and most accessible of America’s founders. “George Washington and Thomas Jefferson are statues,” says Walter Isaacson. “But Ben Franklin, that ambitious urban entrepreneur, seems made of flesh rather than of marble, addressable by nickname, and he turns to us from history’s stage with eyes that twinkle from behind those newfangled spectacles.” We can easily imagine having a beer with him after work, showing him how to use the latest digital device, sharing the business plan for a new venture, and discussing the most recent political scandals or policy ideas.

Americans continue to seek Franklin's advice because he is the original American success story. His *Autobiography* (1791), a self-help manual that has influenced everyone from Andrew Carnegie and Booker T. Washington to Stephen Covey and Oprah Winfrey, has never been out of print. Nearly three hundred years after his death, Franklin appeared on the cover of *Times Magazine*, further proof of his enduring power as a cultural symbol and a brilliant publicist.



But Franklin promoted himself primarily to advertise the country he had helped to invent. "Here," he boasts in a famous pamphlet, *Information for Those Who Would Remove to America* (1784), "there are few People so miserable as the Poor of Europe, but there are also very few that in Europe would be called rich: it is rather a general happy Mediocrity that prevails. Most People cultivate their own Lands or follow some Handicraft or Merchandise. If they are poor, they begin first as Servants or Journeymen; and if they are sober, industrious, and frugal, they soon become Masters, establish themselves in Business, marry, raise Families, and become respectable Citizens."

Franklin's faith in the free market explains why his face is printed on the \$100 bill. But is his vision of the America Dream now bankrupt? Substantial empirical evidence indicates that upward economic mobility has declined, and income inequality has risen in the United States. "Many Americans think the U.S. has more social mobility than other Western industrialized countries," says Michael Hout, Professor of Sociology at New York University. "Recent studies make it abundantly clear that we have less. Your circumstances at birth—specifically, what your parents do for a living—are an even bigger factor in how far you get in life than we had previously realized. Generations of Americans considered the United States to be a Land of Opportunity. This research raises some sobering questions about that image."

Even more sobering, new historical studies, such as Nikole Hannah-Jones' *The 1619 Project*, argue that slavery and genocide, in the words of Sven Beckert and Seth Rockman, "are imprinted on the DNA of American capitalism." If so, is the free market free only for some? Is the American Dream, in fact, a nightmare? As we enter a period of social and financial turmoil, caused by the pandemic and various social justice movements, should we retain, reform, or reject our economic system?

To answer these questions, we will:

1. Explore and interpret the life, career, and legacy of Benjamin Franklin from multiple academic and political perspectives
2. Identify and critique the myths behind democratic capitalism, the free market, and the American Dream
3. Learn the basic research and drafting techniques of college writing, practice the format and citation conventions of different academic disciplines, and connect writing in the classroom to writing in the public, private, and nonprofit sectors.

WRITING IN COLLEGE AND BEYOND

When Benjamin Franklin founded the University of Pennsylvania, he proposed a curriculum that would teach students “everything useful and everything ornamental.” “But because art is long and time is short,” he continued, “they should learn those things that are the *most* useful and the *most* ornamental.” Topping Franklin’s list was WRITING, a skill he considered necessary not only to academic success but to personal and professional development and civic engagement. For similar reasons, this Ithaca Seminar in Writing will teach you how to communicate in college and beyond.



As detailed in its Class Charter (pages 11 to 15), our seminar’s primary goal is to help you to read perceptively and to write coherently across the academic curriculum. By analyzing and responding to texts from the arts, humanities, and natural and social sciences, you will generate *expository* and *argumentative* essays, ranging from single-source critiques to multiple-source syntheses. Accordingly, this course emphasizes *research* and the thoughtful and responsible use of sources. Its workshops will guide you through the composing process and suggest ways to edit your writing for clarity, development, correctness, and style.

But how can writing well in college cultivate your personal voice and prepare you for professional and civic life? To answer this question, we will examine different essays on the development, dynamics, and meaning of America’s capitalist democracy through the lenses of different disciplines from the Humanities and Sciences: anthropology, economics, history, politics, psychology, sociology, even literature. All writing, Mike Palmquist states, involves *dialogue*, “joining the conversation” between subjects and between people. By necessity, therefore, the most effective writing is *audience-centered*, moving beyond the fundamentals of research and mechanics to the more sophisticated concerns of argument and style.

This principle applies to the public and private sectors as well as the academy. Indeed, these three social spheres intersect and overlap. Forty years ago, management guru Peter Drucker predicted the American economy would be served primarily by *knowledge workers*, “those who put to work what they have between their ears rather than the brawn of their muscles or the skill of their hands.” For this reason, corporate training dictates the form and content of most colleges and universities, just as corporate lobbying shapes most law and legislation. Since the 2008 financial crisis, however, business leaders such as Brad Smith, Danielle Sheer, Steve Yi have revived an argument Benjamin Franklin made 250 years ago: For a free market to serve a free government, the academy should prepare students to become informed, ethical, and articulate workers and citizens.

The best way to do this is to teach young writers how to *reflect, inform, summarize, analyze, evaluate, convince, persuade, propose, and solve problems* in all areas of their lives. Only then will they be truly educated (from the Latin verb *educare*, to lead forth).

COURSE UNITS

Appropriately, our model and guide for this civic project will be Benjamin Franklin himself, whose autobiography and professional writings (proposals, reports, technical brochures, business letters, ads and public service announcements) thread through our other readings. These selections combine instruction and delight, for Franklin is always an entertaining writer as even his detractors are forced to concede.



“Franklin had wit at will,” said John Adams. “He had a humor that, when he pleased, was delicate and delightful. He had satire that was good-natured or caustic: Horace or Juvenal, Swift or Rabelais, at his pleasure. He had talents for irony, allegory, and fable, that he could adapt with great skill to the promotion of moral and political truth.”

This seminar is divided into *six* sections. Each uses a different stage of Benjamin Franklin’s life and career, and their corresponding written works, to explore the history of American capitalism over the past three centuries.

- ◆ **“PENNIES AND PRIMERS”** deals with Franklin’s childhood and youth and his struggles to educate himself. Franklin’s formative years shaped his influential ideas about education and professional training, best embodied in his proposal for the Pennsylvania Academy (later the University of Pennsylvania, home of the Wharton Business School). We not only will reflect on our past education but explore how the marketplace has always bred competing ideas about higher education, according to class, economic demand, and political ideology. How does intellectual capital function in a commercial democracy? Besides excerpts from Franklin’s *Autobiography*, we also will read contrasting essays about the purpose of higher education from such writers as Franklin and Thomas Jefferson, W.E. Dubois and Booker T. Washington, Peter Drucker and Mark Slouka.
- ◆ **“INNOVATION AND ENTERPRISE”** concentrates on Franklin the inventor and promoter, on his technical writing, proposals, and advertisements, to showcases the scientific and industrial revolutions of the 18th and 19th centuries that created both the material abundance of American capitalism and our culture of conspicuous consumption. While such essayists as Paul Lawrence, Arthur Pound, and Steve Wheelwright discuss research, production, and marketing, we will conceptualize academic writing as technique and process, product and positioning,

organization and structure, defining and mastering the mechanical and rhetorical elements of informative, persuasive prose. These techniques inform the rhetorical concept of *invention*, the art of finding topics.

- ◆ **“BREAD ROLLS AND MASTHEADS”** compares and contrasts Franklin’s business career with those of the robber barons and corporate superstars of the Gilded Age and the Roaring Eighties. How have America’s views of its captains of industry changed over the past 150 years? By studying Franklin’s letters and editorials and the overtly promotional sections of his *Autobiography*, we will learn how business leaders, politicians, athletes, and entertainers construct their professional selves in the marketplace of public opinion, and how all writers must create a convincing, audience-centered *persona* in their prose.
- ◆ **“MORALS LEDGERS”** turns to Franklin the reformer, philanthropist, and diplomat, as we examine democratic capitalism as a cultural and political force, for better and for worse, in our world. Franklin’s morality, tolerance, and wisdom, so evident in his editorials, satires, and essays, too seldom have characterized American enterprise and politics, past or present. This section, therefore, will focus on *ethics*, *law*, and the *rules of argument*, turning to landmark economic and political controversies in American history, such as the critiques of capitalism in the Gilded Age, the workplace reforms of the Progressive Era, and contemporary protests against free trade and globalization. Obviously, the ability to create and sustain a tenable position is as important in your professional and civic life as your academic life.
- ◆ **“THE WAY TO WEALTH”** deconstructs Franklin the legend, interrogates the cult of success, and performs an autopsy on the American Dream. We will dissect our country’s dysfunctional relationship with work, its obsession with money and status, its addiction to salesmanship and consumption, and the paradoxes and contradictions of its boom-and-bust economy. Fittingly, we will concentrate on the Great Crash of 1929 and its aftermaths. Even during the depths of the Depression, the Horatio Alger myth sustained many Americans, including Arthur Miller’s Willy Loman in *Death of a Salesman*. But can this myth survive the realities of late capitalism, a system in which commercialism often frustrates rather than fulfills us and income inequality, downward mobility, and falling standards of living are becoming the norm?
- ◆ **“POOR RICHARD’S LEGACY”** provides a retrospective on our course and debate the meaning of Franklin’s life and the American Dream in the second decade of the 21st century. We will weigh competing arguments from contemporary pundits, hazard final opinions of our own, evaluate our growth as thinkers and writers, and consider future writing courses best suited to your college and professional careers. By the end of the semester, you will be ready to join the academic community and contribute to the marketplace of ideas.

COURSE ASSIGNMENTS

Each course section above requires corresponding papers. Grounded in academic discourse, these essays emerge from and respond to class reading and discussion:

- **Paper 1**, a *personal reflection* on some aspect of your past education.
- **Paper 2**, a *summary and analysis* of three articles, examines the relationship between the market and the academy.
- **Paper 3**, a *single-source informative essay*, describes, explains, or evaluates an industrial process, product, or service.
- **Paper 4**, a *multiple-source evaluative essay*, reviews the life, career, and ideas of major entrepreneur, business leader, or celebrity, placing this figure within a specific socio-economic and political context.
- **Paper 5**, an *argumentative essay*, investigates a past or present economic or political controversy or tries to solve a local or national social problem. Take a position, make your case, and observe the formal rules of debate.
- **Paper 6**, a *research proposal* for a term paper for this course on Benjamin Franklin or the American Dream, complete with annotated bibliography. During exam week, you will share your research topic with the class in a brief *oral presentation*.



These six papers are supplemented by *short, in-class exercises*, 1 to 2 pages each. Some are *scholarly* (critical summaries, descriptions and comparisons, styles of citation and documentation), others *professional* (résumés, cover letters, brochures, ad copy, instructions), still others *civic* (editorials, policy statements, position papers, proposals).

Throughout the semester, we will use academic writing as a springboard to address outside audiences and real-world concerns. Among these concerns is *adjusting to college*, a topic we will examine in our weekly noon-hour sessions.

THE ITHACA SEMINAR PROGRAM AND YOUR TRANSITION TO COLLEGE

Ithaca Seminars are designed to welcome and orient new students as they embark on their college career. Whatever their individual theme, all support the academic and social transition to college life in general and to Ithaca College and Ithaca, NY in particular. Their goal is to help develop your mind and build your confidence. By the end of the semester, should be able to:



1. Identify and articulate assumptions that underlie an idea, argument, or creative work
2. Articulate what it means to be a part of a college-level learning community
3. Identify and use resources and services on campus and/or in our host community of Ithaca, NY to achieve academic, personal, and career goals.

To that end, the Ithaca Seminar Program has provided many resources and activities, including a program of weekly noon-hour sessions on the following topics

- Academic success and expectations
- Physical and emotional health and well-being
- Community building: on and off campus and with Ithaca Seminar professor and peers
- Inclusion, diversity, and equity at Ithaca College and beyond
- The Integrative Core Curriculum (ICC) and the broader purpose and value of integrative learning and a liberal education

Whenever possible, we will connect these topics to Benjamin Franklin, whose practical advice on the School of Life (what Alain de Botton, the YouTube philosopher, calls “wisdom for resilience”), has stood the test of time.

Here are some tentative ideas:

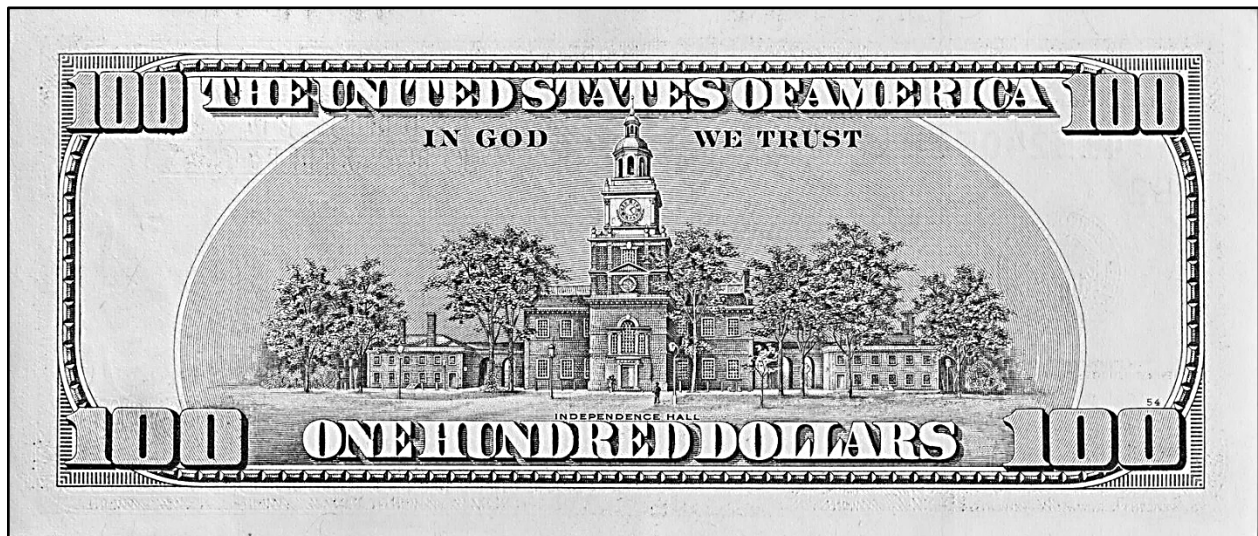
1. ***Academic Success and Expectations:*** Review the sections of Franklin’s *Autobiography* and practical essays on study habits, time management, library research, and academic and professional development. Schedule in-class workshops to practice these skills. Invite guest speakers from Career Services, Information Technology Services, the Ithaca College Library, and Student Accessibility Services.
2. ***Physical and Emotional Health and Well-Being:*** Compare Franklin’s tracts and guides on physical and mental health with similar educational materials and websites from the Hammond Health Center and the Center for Counseling and Psychiatric Services. Invite guest speakers or show videos to address these issues and provide information and resources.

3. ***Community Building, On and Off Campus:*** Use Franklin's civic proposals for colonial Philadelphia as models to form voluntary associations and improve public services on campus and in the Ithaca community. Tour the IC Engage website and suggest the best student clubs to match individual interests. Direct students to the Office of Civic Engagement and introduce them to the college's service-learning curriculum.
4. ***Inclusion, Diversity, and Equity:*** Address Franklin's evolving but still problematic attitudes towards immigrants, minorities, and women and include alternative readings and film clips to challenge the dominant narratives of American history and the American Dream. Discuss the college's Diversity, Equity, and Inclusion Statement and related campus initiatives, programs, requirements, and resources.
5. ***Integrative Learning and Liberal Education:*** Emphasize Franklin's varied intellectual interests and achievements to explain the elements and requirements of the Integrated Core Curriculum. Assign readings from multiple academic disciplines and invite students to make connections between those disciplines to form ideas, research and draft academic papers, dialogue and collaborate with peers across majors, and solve practical problems.

The best education *rebuilds community* and *improves society*. Our seminar, therefore, will try to connect the classroom to the Quad, and the Quad to the Commons in tangible ways.

This payoff matters. Although he lectured on science at the Royal Society of London, proposed legislation in the Pennsylvania State House, and courted royalty at the Palace of Versailles, Benjamin Franklin was happiest printing public pamphlets in his workshop on Market Street.

"An investment in knowledge," he said, "always pays the best interest."



Class Charter

GOALS AND OUTCOMES

This class has two *practical goals*: 1) writing literate, thoughtful essays on democracy and capitalism that meet the standards of various disciplines in the humanities and sciences, 2) decoding the different dialects of the academy while complimenting civic and professional training.



To meet these goals, this course teaches *processes* and *strategies* for writing academic papers. Over the course of this semester, you will learn how to:

- Critically evaluate assigned texts
- Develop effective thesis statements and treat a range of ideas
- Create clear sentences, smooth transitions, and coherent paragraphs
- Provide appropriate evidence and properly use and cite sources
- Plan, organize, and revise multiple drafts
- Observe conventions of grammar, punctuation, and mechanics

However, this course's *conceptual goals* are equally important since they adhere to the mission of the Department of Writing's First-Year Composition Program and follow national standards.

Program Mission and National Standards

The First-Year Composition Program strives to represent the most current thinking and the best pedagogical practices in its field. Our goals are guided by the "Outcomes Statement for First-Year Composition," approved by the Council of Writing Program Administrators, which recommends students study the following areas and practice the following skills:

| AREAS | SKILLS |
|---|---|
| <i>Rhetorical Knowledge</i> The ability to analyze the social contexts that create occasions for writing and to consider the needs of potential audiences. Academic writing not only should respond to the demands of a particular instructor or assignment but should contribute to an ongoing discussion in academic literature or public discourse. Rhetorically aware students function independently as writers and make wise choices about content, format, and style. | <i>Students should:</i> <ul style="list-style-type: none">• Focus on a clear purpose in their writing• Address the needs of different audiences• Respond appropriately to each rhetorical situation• Use suitable conventions of format and structure• Adopt appropriate voice, tone, and formality• Understand how genres shape reading and writing |

| AREAS | SKILLS |
|---|---|
| <p><i>Critical Thinking, Reading, and Writing</i></p> <p>Reading and writing assignments will challenge you to work with complex ideas present in academic literature and public discourse. Sources (typically college-level non-fiction texts) will stretch your reading and thinking skills. Through class discussions and writing projects, you will analyze and synthesize multiple viewpoints presented in sources and develop cogent arguments to articulate and support your claims. But you also should draw on your own knowledge and experience.</p> | <p><i>Students should:</i></p> <ul style="list-style-type: none"> • Use writing and reading for inquiry, learning, thinking, and communicating • Treat a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources • Integrate their own ideas with those of others |
| <p><i>Processes</i></p> <p>As a process, writing involves critical thinking, drafting, and revising. Because good writing takes time, hard work pays off more than genius. In the classes preceding a full-draft deadline, expect to produce a range of preliminary writing, which may include summaries of or responses to readings, brainstorming exercises, audience analysis exercises, and journal entries. Since multiple drafting is crucial to the writing process, you will critique and revise your work based on peer review and/or individual conferences.</p> | <p><i>Students should:</i></p> <ul style="list-style-type: none"> • Be aware that it usually takes multiple drafts to create and complete a successful text • Develop flexible strategies for generating, revising, editing, and proof-reading • See writing as an open process that permits re-invention and re-thinking • Understand the collaborative and social aspects of the writing processes • Critique their own and others' work • Balance the advantages of collaboration with the responsibility of individual effort |
| <p><i>Knowledge of Conventions</i></p> <p>Students should observe standard academic writing conventions as they compose and revise. Therefore, you will learn how to use and cite sources responsibly as well as observe correct grammar and usage. But because students will eventually write in courses across campus, we point out that conventions vary according to genre and context. A newspaper article, for instance, might contain relative short paragraphs that bullet a series of related facts, while a literary essay might use longer paragraphs that establish connections among related ideas. Although many discipline-specific conventions can be presented only in courses taught by disciplinary experts, we help our students to identify the elements of writing—for example, level of formality—where they will need to make conscious decisions as they approach each new occasion for writing.</p> | <p><i>Students should:</i></p> <ul style="list-style-type: none"> • Learn common formats for different texts • Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics • Practice appropriate means of documenting work • Control such surface features as syntax, grammar, punctuation, and spelling. |
| <p><i>Composing in Electronic Environments</i></p> <p>As has become clear over the last 20 years, writing in the 21st-century involves the use of digital technologies for several purposes, from drafting to peer reviewing to editing. While composing processes and texts vary across programs and institutions, some expectations are common. Whenever possible, we schedule our first-year composition sections in networked classrooms. In those environments, students learn to use technology at all writing process stages.</p> | <p><i>Students should:</i></p> <ul style="list-style-type: none"> • Use electronic environments for drafting, reviewing, revising, editing, and sharing texts • Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources. |

REQUIREMENTS

Final letter grades will be determined by the following . . .

CLASS PARTICIPATION (20%)

1. **Attendance:** Active attendance is *required* because class discussion is heavily targeted towards improving your writing. You are entitled to two absences without penalty. Each additional *unexcused* absence lowers your final average by a third of a grade. *According to the Department of Writing's policy, any student missing 6 or more classes will be **dropped** from the course.* You are responsible for contacting a classmate to find out about missed work, as well as turning in assignments on time even if you miss class.

Please note the holidays listed in the Undergraduate Catalog's academic calendar. In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. Such students must notify their course instructors at least one week before any anticipated absence so that proper arrangements may be made to make up any missed work or examination without penalty.

2. **Readings:** Arrive in class prepared to discuss the content and craft of assigned readings. Because your time is limited, be strategic. Skim assignments, glean the most important facts, take notes, and review study questions. The point is to participate in a conversation, not to become an expert. You can always reread selections later to deepen your understanding. Some will become sources for your own academic essays. Course handouts will be posted online, but, for your convenience, print, hole-punch and keep them in a three-ringed binder.
3. **Workshops:** Bring drafts on USB clips. *Students without work will be dismissed and the workshop will count as an absence.* Be ready to edit and to offer constructive criticism of colleagues' papers.

CLASS WRITING (80%)

1. **Exercises:** Short in-class assignments, one to two pages, which mostly focus on readings and measure your ability to analyze and summarize material. These will be evaluated by your instructor and peers. While not graded, these exercises monitor your progress.
2. **Papers:** Lengths vary from 3-4 to 5-7 pages. Follow MLA or APA format of citation, depending on subject or approach. All papers must include a title page, abstract, table of contents, headers, page numbers, and works cited page.

You may substantially revise the first five papers, if necessary, even starting fresh. Revisions are due within 1 week after receiving your corrected first draft. Avoid handing in revisions when other major assignments are due. At the end of the semester, you will select two papers for a digital portfolio. For more details, read pages 15 and 34 in this syllabus.

GRADING CRITERIA

Twenty-five years ago, consultant Tom Peters journeyed through corporate America “in search of excellence.” That search begins in here. Given the current shambles of our public and private institutions, this class will not tolerate fuzzy thinking, sloppy writing, or slipshod ethics. Hence these grading criteria:



- ◆ **D** work is *substandard*. Poor effort, empty thinking, weak writing. The assignment is underwritten, incomplete, or riddled with careless mechanical errors.
- ◆ **C** work is *average*, competent. Minimum effort, standard thinking, conventional writing. While the assignment is complete and glitch-less, it lacks originality, invention, and creativity.
- ◆ **B** work is *good*. Genuine effort, sound thinking, solid writing. The assignment takes risks, holds promises, but still needs improvement.
- ◆ **A** work is *excellent*. Enthusiastic effort, original thinking, distinguished writing. The assignment demonstrates expertise and style and balances creative and analytical thinking.

POLICIES

1. **Format:** All formal assignments must be word-processed, double-spaced, and printed on good paper. Reports must come with a cover page. Include name, section, and date and number all pages. *Any assignment not following this format will be rejected.*
2. **Deadlines:** Meet them. Deadlines are essential in both business and the academy. The grade of a late paper will be lowered by *one third* for each overdue day. *Except in cases of serious illness, any assignment later than one week will receive an F.*
3. **Plagiarism:** Don't. (This includes the prohibitive use of generative AI, detailed on Page 40.) *A plagiarized paper receives an F and its "author" will be expelled from the course.*
4. **Resources:** First, The Writing Center, Smiddy 107, the ideal workshop for struggling writers. Here, throughout the week at convenient hours, you may consult with trained student and faculty tutors about your drafts.

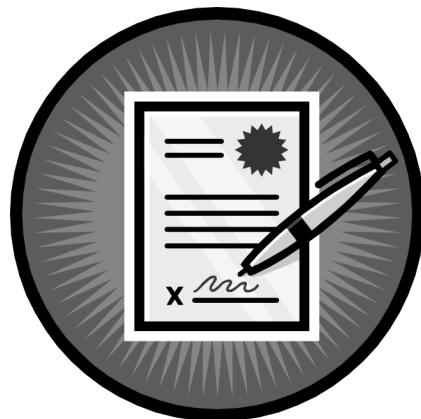
Second, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case-by-case basis. Students must register with the Office of Academic Support Services, Smiddy 322, and provide appropriate documentation to the College before any academic adjustment will be provided.

For more information about policies and resources, read the Appendix (pages 36 to 40).

ACADEMIC WRITING COMPETENCY REQUIREMENT FOR ICC

This course fulfills the ACADEMIC WRITING COMPETENCY REQUIREMENT for the Integrated Core Curriculum (ICC), Ithaca College's liberal education program, designed to help you become an integrative thinker, critical and analytical problem solver, and reflective learner.

Academic writing provides a critical foundation for this process because it emphasizes awareness of audience and purpose and promotes reflective thinking and active problem-solving. By the end of your first year, therefore, you must fulfill the ICC's Academic Writing Requirement by taking Academic Writing (WRTG-10600) or Ithaca Seminar in Writing (ICSM-10800); earning a 4 or 5 on either the AP English Language & Composition or the AP English Language & Literature exam; or transferring equivalent credit from another college.



As part of this requirement, all Ithaca College students (including transfer students and students with AP credit) are required to upload to Taskstream at least one *writing artifact* that makes and supports a claim; locates themselves in an ongoing conversation in academic or public discourse; and interacts with two or more sources. Besides this artifact, students must upload a *reflection* (such as a literacy narrative, reflection letter, reflection analysis, or questionnaire). Guidelines for this reflection will be provided by your course instructor.

THIS SYLLABUS functions as a *class charter* and a *group contract* so please sign below and abide by the rules. If you pledge to do your best for me, I pledge to do my best for you.

Name

Date

A large, stylized handwritten signature in black ink. The signature appears to read 'B. Franklin' with a long, flowing underline.

Witnessed by DR. BENJAMIN FRANKLIN
834 Chestnut Street
Philadelphia, PA 19017
Notarized by DR. ANTHONY DI RENZO

Class Almanac

PENNIES AND PRIMERS:

Education and the Marketplace

“The good education of youth has been esteemed by wise men of all ages as the surest foundation of the happiness both of private families and commonwealths.”

~~Benjamin Franklin, “Proposal for the Pennsylvania Academy” (1749)

AUG 25: COMMON HOUR: Orientation (“In Search of Benjamin Franklin”)

Meet instructor, review syllabus, and complete intake form.

AUG 26: COINING KNOWLEDGE: Social Capital and the School of Life

Franklin, *Autobiography and Other Writings*:

- “Printing Money for the Colonies,” 62-63.

Handouts

- Benjamin Franklin, “On Paper Currency.”
- US Currency, “\$100 Note.”
- Melinda Weir, “The Boom in Benjamins.”
- Alan Rappeport, “Tubman \$20 Bill.”
- John Weatherford, “The Devil’s Mint.”
- Roger Von Oech, “Money Metaphors.”
- Amy Doleja, “The E-Cash Revolution.”



AUG 28: SCHOOL DAYS: Reflections on Education

Cullen, *The American Dream*:

- Introduction: “A Dream Country,” 3-10
- Chapter 1: “Dream of the Good Life (I): The Puritan Enterprise,” 11-34.

Gaustad, *Benjamin Franklin*:

- Prologue: “So Amiable, So Generous, So Wise a Companion,” 1-3.
- Chapter 1: “The Improper Bostonian,” 5-14.

Franklin, *Autobiography and Other Writings*:

- “On Family,” 5-14; “On Education, Reading, and Writing,” 14-20.
- “Letter to Barbeau Dubourg,” 225-27.

Handouts

- Benjamin Franklin, “Dogwood Papers IV: Harvard University.”
- Peter Baida, “A Ghost in Spectacles.”

- Lee Iacocca, “School Days.”
- Carl Sagan, “My Teachers.”
- Richard Wright, “The Library Card.”

Palmquist, *Joining the Conversation*:

- Chapter 7: “Writing to Reflect,” 131-80.
- Sandra Cisneros, “Only Daughter,” 148-52.
- Margo Jefferson, “Are We Rich?” 152-55.
- Caitlin Guariglia, “*Mi Famiglia*,” 173-76.

PAPER 1:

“LITERACY NARRATIVE”

Benjamin Franklin, a poor but precocious child, taught himself how to read and write. Not surprisingly, his education dominates the first section of his autobiography. Many famous Americans have reflected on the content and character of their schooling. As demonstrated by Lee Iacocca, Carl Sagan, and Richard Wright, such reflections almost inevitably include observations about home and family, class, ethnic or racial background, and American society.



To reflect on your own education, write a 2- to 3-page *literacy narrative* about a particular school, class, teacher, book, assignment, project, or field trip. Like Ben Franklin, show yourself *learning* a lesson, *solving* a problem, or *discovering* something new about the world or yourself. Follow Mike Palmquist’s suggestions in *Joining the Conversation*:

- ◆ Examine your subject from different angles
- ◆ Collect pertinent facts and information
- ◆ Find public significance in personal events
- ◆ Convey your main idea clearly and consistently
- ◆ Tell a detailed engaging story from a particular point of view

Like Caitlin Guariglia, you may include and cite sources, but this is not necessary. Instead, concentrate on vivid and concrete observation and insightful thinking. Seeing with your own eyes is essential to making connections, just as speaking in your own voice is necessary to joining a conversation. Use this essay, therefore, to introduce yourself to classmates and to orient yourself to this course and college.

SEP 01: **LABOR DAY**
No class.

SEP 02: WORKSHOP: Audience, Purpose, Message, and Style

Palmquist, *Joining the Conversation*:

- Chapter 01: “Understanding Yourself as a Writer,” 1-31.
- Chapter 02: “Finding and Listening in on Conversations,” 32-48.
- Chapter 23: “Working with Genres,” 618-52.
- Chapter 22: “Revising and Editing,” 653-66.

Franklin, *Autobiography and Other Writings*:

- “General Braddock’s Campaign,” 126-33.

Schneller, *Writing about Business and Industry*:

- Defoe, “The Tradesman Writing Letters,” 144-49.

Handouts

- Anthony Di Renzo, “Let’s Get It Write.”
- *Harper’s Magazine*, “I’d Like to Teach the World to Spell.”
- Health and Tennis, “If a Steel Chisel Can Do This.”
- Phil Kolin, “A Meeting of the Minds: Writing Minutes.”
- Some Words from Our Sponsors: “Jack Daniel’s and Pusser’s Rum.”

SEP 04: FROM CLOISTER TO MARKET: Capitalism, Democracy, and Education
FIRST DRAFT OF PAPER #1 DUE.

Franklin, *Autobiography and Other Writings*:

- “Franklin and the Pennsylvania Academy,” 110-12.
- “Proposal for the Pennsylvania Academy,” 186-93.

Handouts

- Adam Smith, “The Expense of Educational Institutions.”
- Thomas Jefferson, “Report on the University of Virginia.”
- W. E. Dubois, “Training Black Men.”
- Booker T. Washington, “Why I Made Tuskegee an Industrial School.”
- Peter Drucker, “The Educated Person.”
- Mark Slouka, “Dehumanized.”
- University of Phoenix, “Recalibrating the Classroom.”

SEP 08: COMMON HOUR: Transition to College
Topic, lecture, or activity will be announced.

SEP 09: McCOLLEGE®: The American Corporate University

Handouts

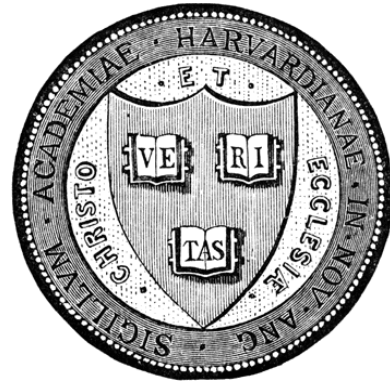
- Lee Iacocca, “Remarks to the National Education Association.”
- James Traub, “Drive-Thru U.”
- Eyal Press and Jennifer Washburn, “The Kept University.”
- Barbara Ehrenreich, “The Professions as Class Fortress.”
- Nicholas Lehman, “The Kids in the Conference Room.”
- Lee Trepanier, “Greatest University Ever.”

PAPER 2:

“COLLEGE AND COMMERCE”

Benjamin Franklin believed that the ideal college for a commercial democracy should combine “the most useful with the most ornamental instruction.” With this in mind, summarize and analyze *three* related articles on higher education for a *specific* audience. Your approach may be:

- ♦ ***Investigative:*** exploring the relationship between economic forces and higher education, such as the impact of social class on college admissions and curriculum, the replacement of liberal arts with professional training, and the growth of the corporate university.
- ♦ ***Analytical:*** interpreting the packaging and marketing of a particular college or group of colleges or the figures concerning such controversial subjects as college ranking, financial packages, and affirmative action.
- ♦ ***Philosophical:*** summarizing and critiquing the debate between business and the academy or between liberal education and vocational training.
- ♦ ***Propositional:*** recommending ways to improve the relationship between college and the marketplace, such as requiring certain liberal arts courses, promoting a school-to-work program, or abolishing early admissions.



Divide your paper into four sections: *introduction*, *summaries* (single-spaced and properly formatted), *analysis*, and *conclusion*. 4 to 5 pages. Use MLA or APA citation, depending on topic, approach, and audience. Follow the format modeled in your handout.

SEP 11: WORKSHOP: Locating and Citing Sources

Palmquist, *Joining the Conversation*:

- Chapter 13: “Focusing Your Search,” 467-79.
- Chapter 14: “Locating Sources,” 480-98.
- Chapter 17: “Avoiding Plagiarism,” 525-37.
- Chapter 21: “Using Sources Effectively,” 582-605.
- Chapter 23: “Using MLA Style,” 667-90.
- Chapter 22: “Using APA Style,” 691-711.

Franklin, *Autobiography and Other Writings*:

- “The Philadelphia Public Library,” 66-67, 73-75, 179-80.
- “The American Philosophical Society,” 183-86.

SEP 15: COMMON HOUR: Transition to College

Topic, lecture, or activity will be announced.

SEP 16: WORKSHOP: Writing to Summarize and Analyze

Bring three related articles on education.

Palmquist, *Joining the Conversation*:

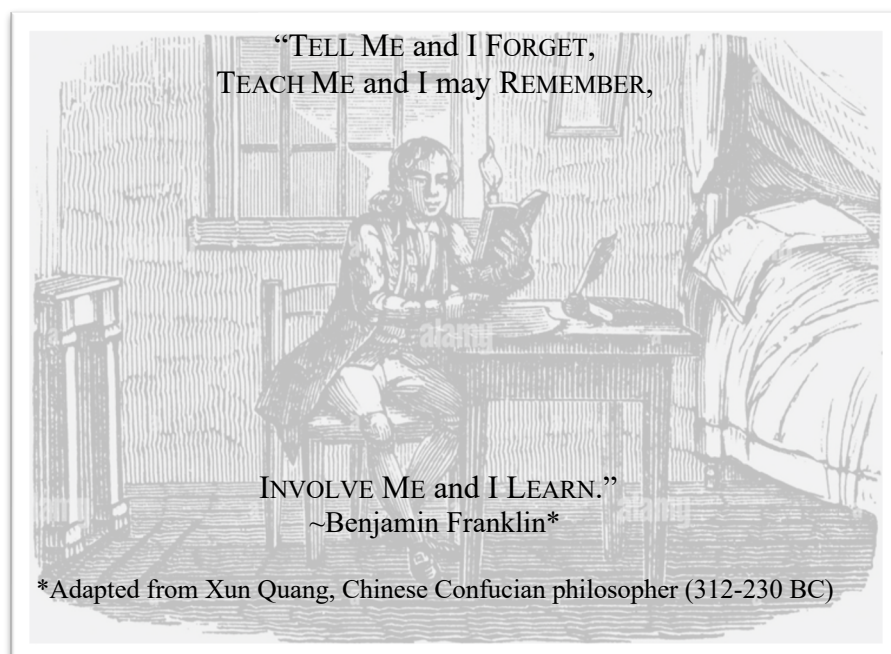
- Chapter 3: “Reading to Write,” 49-83.
- Chapter 8: “Writing to Analyze,” 233-96.

Schneller, *Writing about Business and Industry*:

- Richard Goldthwaite, “The Wherewithal to Spend,” 127-42.

Handout

- Kelly Van Pelt, “Mandating the Liberal Arts for the Professions.”



“Let the experiment be made!”

~Benjamin Franklin, “Opinions and Conjecture Concerning the Property of Electricity” (1749)

SEP 18: PROMETHEAN SPARKS: Science and the Industrial Revolution

FIRST DRAFT OF PAPER #2 DUE.

Gaustad, *Benjamin Franklin*:

- Chapter 3: “Doctor Franklin,” 33-51.

Franklin, *Autobiography and Other Writings*:

- Franklin as Scientist: “Young Naturalist,” 196-201; “Meteorologist,” 201-04; “Experimenter in Electricity,” 204-10; “Franklin’s Kite,” 210-11.
- Franklin as Inventor: “Lightning Rod,” 211-12; “Humane Slaughtering,” 212-15; “Franklin Stove,” 215-19; “Catheter,” 220-21; “Glass Harmonica,” 221-25; “Bifocals,” 228; “Long Arm,” 229-30.



Schneller, *Writing About Business and Industry*:

- Adam Smith, “The Division of Labour,” 11-18.
- George Orwell, “South Wales,” 36-44.
- B. L. Hutchins, “The Working Life of Women,” 45-58.
- Beatrice Webb, “Women and the Factory Acts,” 228-38.

Handouts

- John Lienhard, “The Industrial Revolution.”
- John McPhee, “Oranges.”
- Marshall McLuhan, “The Laws of Media.”

SEP 22: COMMON HOUR: Transition to College

Topic, lecture, or activity will be announced.

SEP 23: MODERN TIMES: Manufacturing and Mass Marketing

Schneller, *Writing About Business and Industry*:

- Arthur Pound, “Pouring Ideas into Tin Cans,” 206-13.
- Steve Wheelright and E. Sasser, “Product Development Map,” 311-22.

Handouts

- John Dos Passos, “The Electrical Wizard.”
- Neil Baldwin, “Eureka: Edison’s Notebooks Brought to Light.”
- Lemuelson MIT, “Lewis Latimer: Improving the Carbon Filament.”

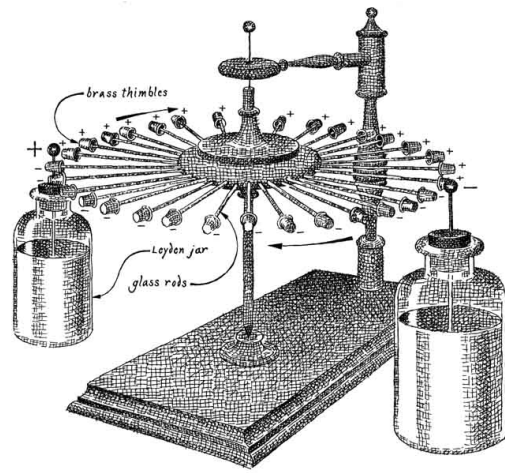
- Lavinia George, “Lewis Latimer: Renaissance Man.”
- Malcolm Gladwell, “The Televisionary.”
- Fred Gutterl, “Pondering the Future’s Future.”
- *Consumer Reports*, “Review of Eyeglasses.”

PAPER 3:

“DISCOVERY AND INVENTION”

A member of the Royal Society and the inventor of bifocals, the lightning rod, and the Pennsylvania stove, Benjamin Franklin understood how science and industry rely on and inform each other. Research and write a paper, therefore, on science and technology in the marketplace. Your approach may be:

- ◆ **Descriptive:** detail an industrial process or high-tech service for the general public, the way Adam Smith educates readers on the different stages of pin production.
- ◆ **Practical:** evaluate a product for *Consumer Reports* or propose ways to improve or market an existing technology for an actual company.
- ◆ **Historical:** review a technical stage of the Industrial Revolution or explain the impact of a major invention on human society
- ◆ **Philosophical:** meditate on the cultural or humanistic meaning of some aspect of science or technology, such as bioengineering or virtual reality.



Since this is a *single-source paper*, make sure your reference is *substantial*: a lengthy article or, better still, a chapter or entire book.

4 to 5 double-spaced pages. MLA or APA citation, depending on topic, approach, and audience. If appropriate, experiment with layout and design and include tables and charts.

SEP 25: WORKSHOP: Writing to Inform and Explain

Palmquist, *Joining the Conversation*:

- Chapter 08: “Writing to Inform,” 181-232.
- International Networks Archive, “Starbucks and McDonald’s” 190-92.
- Illyana Maisonet, “Why Aren’t There More Puerto Rican Restaurants in California?” 200-03.
- Gabriella Guerrero, “Fast Fashion? Not So Fast” 222-28.
- Chapter 18: “Developing Your Thesis Statement,” 539-46.

- Chapter 19: “Organizing Your Ideas,” 547-59.
- Chapter 20: “Drafting Your Document,” 560-81.
- Chapter 22: “Designing our Document,” 606-17.

Schneller, *Writing about Business and Industry*:

- Lewis and Clark, “Dalles to the Walla Walla River,” 19-24.

Handouts

- Thomas Jefferson, “Instructions to Captain Lewis.”
- Bruce McCall, “Read This First”
- Beth Tebeaux and Sam Dragga, “Presenting Technical Information.”
- Kelly Van Pelt, “The Evolution of Aspirin.”

SEP 29: COMMON HOUR: Transition to College Activity

Topic lecture or activity will be announced.

SEP 30: WORKSHOP: Feedback and Collaboration

Palmquist, *Joining the Conversation*:

- Chapter 5: “Working Together,” 98-118.

Franklin, *Autobiography and Other Writings*:

- “On Networking and Collaboration,” 57-62.
- “Standing Queries for the Junto,” 177-79.

Handouts

- James Colapinto, “Famous Names”
- Marianne Moore, “Correspondence with Ford Motor Company.”

OCT 02: FALL BREAK

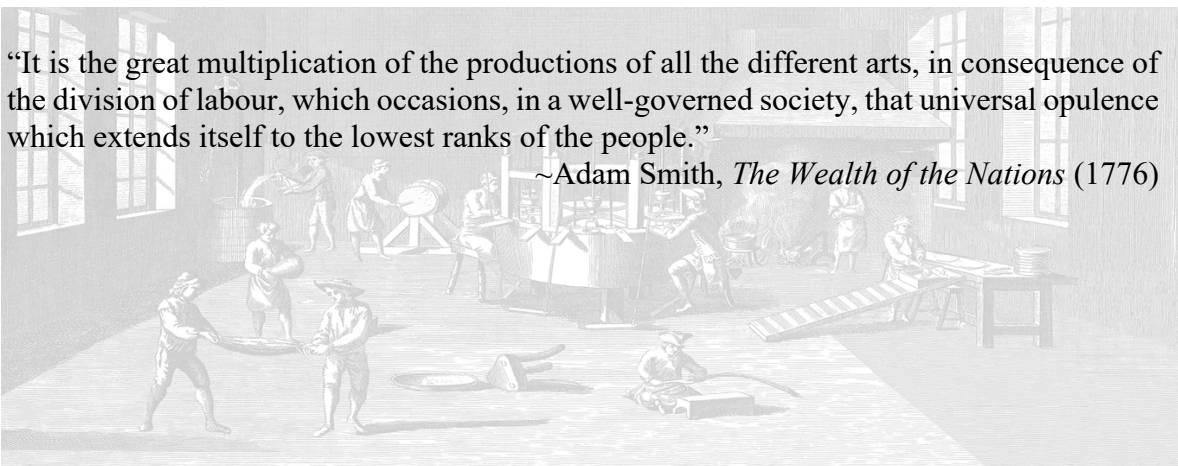
No class.

OCT 06: COMMON HOUR: Transition to College

Topic, lecture, or activity will be announced.

“It is the great multiplication of the productions of all the different arts, in consequence of the division of labour, which occasions, in a well-governed society, that universal opulence which extends itself to the lowest ranks of the people.”

~Adam Smith, *The Wealth of the Nations* (1776)



BREAD ROLLS AND MASTHEADS:

Image, Media, and Public Opinion

“In order to secure my credit and character as a tradesman, I took care not only to be in *reality* industrious and frugal, but to avoid all *appearances* to the contrary.”

~Benjamin Franklin, *The Autobiography* (1791)

OCT 07: SUCCESS STORIES: Robber Barons and Philanthropists

FIRST DRAFT OF PAPER #3 DUE.

Cullen, *The American Dream*:

- Chapter 3: “Dream of the Good Life (II): Upward Mobility,” 59-102.

Gaustad, *Benjamin Franklin*:

- Chapter 3: “B. Franklin, Printer,” 15-32

Franklin, *Autobiography and Other Writings*:

- Walter Isaacson, “Introduction,” vii-xv.
- L. Jesse Lemisch, “Editor’s Preface,” xvii-xxiii.
- Carla Mulford, “Afterword: Imagining Benjamin Franklin,” 311-19.
- “Ben’s Apprenticeship,” 20-24; “Journey to Philadelphia,” 24-28; “Getting Started,” 28-39; “Sojourn in London,” 39-50; “Professional Success and Public Image,” 62-67; “*Poor Richard’s Almanac* and *The Pennsylvania Gazette*,” 90-92.
- “Letter from Abel James,” 67-68; “Franklin’s Résumé,” 253-55.



Schneller, *Writing About Business and Industry*:

- Henry Ford, “What I Learned About Business,” 86-100.
- John Dos Passos, “Tin Lizzie” (*handout*).
- Robert Sobel, “Cyrus McCormick, Farm Boy to Tycoon,” 101-22.

Handouts

- Benjamin Franklin, “Tricentennial Résumé”
- Adam Gopnik, “American Electric.”
- John Dos Passos, “Prince of Peace.”
- Andrew Carnegie, “Inequality is Natural.”
- Meridel Le Seur, “Old Andy Comes to the North Star Country.”
- *The Atlantic Monthly*, “Benjamin Franklin and Booker T. Washington.”
- Germaine W. Huber, “Madame C.J. Walker.”
- Margot Jefferson, “Worth More Than It Costs: A Review of *On Her Own Ground: The Life and Times of Madame C.J. Walker*.”

OCT 09: MODEL LEADERS: Corporate Messiahs and Celebrity Culture

Schneller, *Writing about Business and Industry*:

- Mary Parker Follett, “The Essentials of Leadership,” 75-85.
- Alfred Pritchard Stone, “Co-Ordination by Committee,” 239-52.
- Andrea Gabor, “America Rediscovered W. Edwards Deming, 275-91.

Handouts

- Malcolm Gladwell, “Super Friends.”
- *Newsweek*, “Lee’s Last Stand.”
- John Cassidy, “Gut Punch: How Great Was Jack Welch?”
- Walter Kirn, “American Everyman: Warren Buffet.”
- Malcolm Gladwell, “The Uses of Adversity.”
- *Newsweek*, “Rethinking Black Business Leadership.”
- Tyrone McKinley Freeman and Katie Smith Milway, “How Madam C.J. Walker Built Racial Equity into Her Business.”

PAPER 4:

“HEROES AND LEGENDS”

Benjamin’s Franklin’s career has been a blueprint for business leaders, politicians, and celebrities, from the Gilded Age to the present. Franklin succeeded because he carefully cultivated an image, most notably through his *Autobiography*, and exploited the connections between the public and private sectors.

Accordingly, research and write a paper on a major American figure, past or present. This person should reflect your personal, academic, or professional interests. Whether evaluating an existing biography or autobiography or creating an original profile, your approach may be:

- ♦ **Journalistic:** report on this figure’s current accomplishment or latest crisis for *Fortune*, *Newsweek*, or *Times* in a timely and informative feature article or review his or her work or career for an arts and entertainment critic.
- ♦ **Critical:** explore the discrepancies between this person’s public image and the actual facts of his or her life for a media class or a watchdog group.



- ♦ **Civic:** analyze your subject's influence and impact on *social, political, and legal institutions* for a public policy journal or for a political magazine such as *The Atlantic Monthly*, *Harper's*, or *The National Review*.
- ♦ **Historical:** summarize this figure's life, ideas, and achievements and place them in useful perspective for a general or academic audience.

5 to 6 double-spaced pages, three sources minimum. MLA or APA citation, depending on topic, approach, and audience.

OCT 13: **COMMON HOUR: Transition to College**
Topic, lecture, or activity will be announced.

OCT 14: **WORKSHOP: Profiling and Evaluating Cultural Figures**

Palmquist, *Joining the Conversation*:

- Chapter 8: "How to Write a Profile," 192.
- Alice Park and Sean Gregory, "Simone Biles," 184-90.
- Rivka Galchen, "An Unlikely Ballerina: Misty Copeland," 192-99.
- Chapter 10: "Writing to Evaluate," 297-347.
- Justin Kanoya, "Thoughts on *Crazy Rich Asians*," 307-10.
- Brooke Shannon, "Is *Wicked* All That Wicked?" 339-44.
- Chapter 15: "Conducting Field Research," 499-514.
- Chapter 16: "Managing Your Sources," 515-24.

Handouts

- Richard Bullock and Deborah Bertsch, "A Guide to Writing Profiles"
- Malcolm Gladwell, "The Secrets of Their Success."
- Matthew Stevenson, "Minting Franklin: More Quintessential Lives."
- Amtrak, "Her Name is Carolyn."
- Concha y Toro, "G. Gordon Liddy on Graft."
- *Mirabella*, "Janet Champ."
- Nike, "You Were Born a Daughter."
- Rolex, "Dame Kiri Te Kanawa."

OCT 16: **WORKSHOP: Drafting**
Bring introduction, outline, and sources for Paper 4.

OCT 20: **COMMON HOUR: Transition to College**
Topic, lecture, or activity will be announced.

MORAL LEDGERS:

Ethics in the Public and Private Sectors

“Many retailers falsely imagine that being historical (the modern phrase for lying) is much to their advantage. Some of them have a saying: A pity lying is a sin; it’s so useful in trade.”

~Benjamin Franklin, “Lying Shopkeepers” (1730)

OCT 21: COSTS AND BENEFITS: “Practical” Morals in a Commercial Society

FIRST DRAFT OF PAPER #4 DUE.

Franklin, *Autobiography and Other Writings*:

- “Franklin’s Ethical Philosophy,” 77-88.
- “Plan for Future Conduct,” 162.
- “Advice to a Young Tradesman,” 164-66.
- “The Way to Wealth,” 166-75.

Schneller, *Writing About Business and Industry*:

- Max Weber, “Spirit of Capitalism,” 25-29.
- Friedrich Engels, “Competition,” 30-35.
- McCoy, “Parable of the Sadhu,” 303-10.

Handouts

- Benjamin Franklin, “Rules for Trade.”
- Jean Strouse, “Capitalism Depends on Character.”
- Benjamin Franklin, “The Price of Corn and Management of the Poor.”
- Adam Davidson, “Working Stiffs.”
- *The Economist*, “A Price for Pain.”
- Elizabeth Kolbert, “The Calculator.”
- *Harper’s*, “Compensations of Philosophy”
- Michael Hirsch and Kevin Maney, “IBM and the Holocaust.”

Form of the Pages

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OCT 23: RULES AND REGULATIONS: Government’s Role in the Marketplace

Cullen, *The American Dream*:

- Chapter 2: “Dream Charter: The Declaration of Independence,” 35-58.

Gaustad, *Benjamin Franklin*:

- Chapter 4: “Pennsylvania Politics,” 52-69.
- Chapter 5: “The Road to Separation,” 70-87.

Franklin, *The Autobiography and Other Writings*:

- Franklin as Politician: “Postmaster General of America,” 121-22; “Pennsylvania Assembly,” 122-25, 147-50; “Parliament,” 155-58; “A Counsel of Moderation,” 241-43.
- Franklin as Propagandist: “The Stamp Act,” 231-35 “After Repeal,” 235-36; “The Weapon of Satire,” 236-41.

Handouts

- Clarence Carson, “Another Bicentennial: The Publication of *The Wealth of the Nations* and the Declaration of Independence.”
- David Vogel, “Why Businessmen Distrust the State: The Political Consciousness of American Corporate Executives.”
- Richard Ebeling, “The Lasting Legacy of the Reagan Revolution.”
- Henry Demarest Lloyd vs. John D Rockefeller, “Free Enterprise and Regulation.”
- Milton Friedman, “The Social Responsibility of a Business is to Increase Its Profits.”
- Harris, “Corporate Social Responsibility: A Dialogue.”
- *New York Times Magazine*, “Milton Friedman’s Influential Essay on Business, 50 Years Later.”
- Nicholas Lemann, “The Last Battle Over Business.”

POINT/COUNTERPOINT:

- Kurt Eichenwald, “Will Capitalists Kill Capitalism?”
- Howard Baetjer Jr. vs. Michael Parenti, “For and Against Capitalism.”
- Ludwig von Mises vs. Herbert Marcuse, “Capitalism and Freedom.”

OCT 27: **COMMON HOUR: Transition to College**
Topic, lecture, or activity will be announced

OCT 28: **BODEGAS AND MULTINATIONALS: Globalization and Its Discontents**

Gaustad, *Benjamin Franklin*:

- Chapter 6: “War and Peace,” 88-109.

Franklin, *Autobiography and Other Writings*:

- “America in Arms,” 243-47; “The French Alliance,” 247-49.
- “Busy Days: Business Notes and Letter of Recommendation,” 249-51.

Schneller, *Writing about Business and Industry*:

- Roger E. Axtell, “Counting Globally,” 125-26.
- Dharma Kumar and Meghnad Desai, “The Occupational Structure of India,” 150-65.
- Joseph Grunwald et al, “Foreign Assembly in Haiti,” 166-85.
- Paul Lawrence and Davis Dyer, “Autos: On the Thin Edge,” 253-74.

Handouts

- Benjamin Franklin, “Right, Wrong, and Reasonable.”
- Adam Smith, “On the Cost of Empire: The American Colonies.”
- Lee Iacocca, “Remarks to the Poor Richard Society.”

- Jay Tolson, “World Disorder?”
- Associated Press, “Your Complaints Circle the Globe.”
- Pico Iyer, “Selling Our Innocence Abroad.”
- Craig S. Smith, “Workers of the World Invest.”
- James Surowiecki, “The Financial Page: Synergy with the Devil.”
- Thomas L. Friedman, “Globalization: Stop It or Manage It?”
- Fareed Zakaria, “Some Real Street Smarts.”
- Daniel Akst, “In Genoa’s Noise, a Trumpet for Capitalism.”
- Thomas L. Friedman, “Globalization, Alive and Well.”
- Amitabh Pahl, “The Pundit and the Money Tree.”
- Dinesh D’Souza, “Two Cheers for Imperialism.”

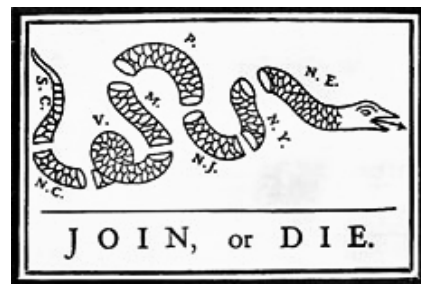
POINT/COUNTERPOINT:

- Phillip Berryman vs. Michael Novak, “Capitalism and Latin America.”
- Lewis Engman vs. James Russell, “Capitalism and the Third World.”

PAPER 5:

“CURRENT ISSUES AND ENDURING QUESTIONS”

A soft tongue may strike hard,” said Benjamin Franklin. As a businessman, editor, statesman, and propagandist, he practiced *rhetoric*, the art of moral persuasion. For your fifth paper, research and write an *argumentative essay* on a *past or present controversy* in the public or private sector. Choose from two options:



- ♦ **Take a Stand:** Be *general* or *specific*. Address the *big issue* behind a topic, such as deregulation, copyright law, sustainability, globalization, or corporate responsibility, for a public forum like *The Wall Street Journal* or a Congressional hearing: What broad ethical or moral principles conflict? Or concentrate on the *particular facts* of a case, as if you were a lawyer, legislator, or regulator: What rules and regulations apply?
- ♦ **Solve a Problem:** Identify and define a local, regional, or national problem, consider and weigh existing alternatives, present a solution, and explain and defend your proposal against potential objections. To stimulate your thinking, pretend to be a concerned citizen, an enlightened legislator, a brilliant scientist, or a shrewd developer or entrepreneur.

Whether addressing a general, professional, or organizational audience, include a formal *introduction* with a clear *claim* and good *reasons*, a valid *warrant*, solid *grounds*, and implied *backing*. *Concede* some points before *refuting* the opposition. Use *induction* and *deduction*, facts and logic, to *confirm* your position and *rebut* the opposition. 6 to 7 pages, 5 sources minimum. MLA or APA citation, depending on topic, approach, and audience.

OCT 30: WORKSHOP: Writing to Convince or Persuade

Palmquist, *Joining the Conversation*:

- Chapter 12: “Writing to Convince or Persuade,” 404-66.
- Anu Parten, “What Americans Keep Ignoring about Finland’s School Success,” 407-13.
- Katharina Nieswand (Point), “Basic Income After Automation? That’s Not How Capitalism Works,” 418-23.
- Ben Bloch (Counterpoint), “Tax Robots and Universal Basic Income,” 423-26.
- Angela Nickerson, “An Open Letter to Land’s End,” 426-29.
- Jeremy Alcazar, “Reforming, Not Defunding, the Police,” 455-62.

Handout

- Roundtable: “Has Capitalism a Future?”

NOV 03: COMMON HOUR: Transition to College
Topic, lecture, or activity will be announced.

NOV 04: WORKSHOP: Writing to Solve Problems

Palmquist, *Joining the Conversation*:

- Chapter 11: “Writing to Solve Problems,” 348-403.
- Anneke Jong, “Leveling the Playing Field: How to Get More Women into Tech,” 350-54.
- Dave Krepcho “Grant Proposal for Second Harvest Food Bank of Southern Florida,” 354-63.
- Savannah Peterson, “Advice for Generation Z from a Savvy Millennial,” 369-74.
- Sophie Kimble, “Sharks for Profit,” 394-400.

Franklin, *Autobiography and Other Writings*:

- “Assorted Public Works: City Watch and Fire Department,” 97-99.
- “Practical Charity: Paving and Sweeping City Streets,” 116-21.
- “Proposal for the Union Fire Company,” 181-83.

Handouts

- Linda Flowers, “Reconstructing the Rhetorical Situation.”
- Angie Quinn, “Internal Proposal for Midwest Petrochemical.”

THE WAY TO WEALTH:

The Cost of Living in America

"Dost thou love life? Then do not squander time, for that's the stuff life is made of."

~Benjamin Franklin, *The Way to Wealth* (1757)

NOV 06: DAILY GRIND: Work and Alienation

FIRST DRAFT OF PAPER #5 DUE.

Cullen, *The American Dream*:

- Chapter 5: "Detached Houses: The Dream of Home Ownership," 133-57.

Franklin, *Autobiography and Other Writings*:

- "The Way to Wealth," 166-75.
- "Information for Those Who Would Remove to America" (*handout*).

Schneller, *Writing about Business & Industry*:

- Stuart Blumin, "Black Coats to White Collars: Economic Change, Nonmanual Work, and the Social Structure of Industrializing America," 214-27.
- Jeffrey Pfeffer, "Organizations as Physical Structures," 292-302.



Handouts

- John Dos Passos, "The American Plan."
- Jeremy Rifkin, "The Efficient Society."
- Stephen S. Roach, "The Productivity Paradox."
- David Brooks, "The Daily Grinders."
- Michael Rybicki, "Temporary Worker, Permanent Loser?"
- Arlie Russell Hochschild, "No Place Like Work" and "The Third Shift."
- Robert Wuthnow, "Having It All."

NOV 10: COMMON HOUR: Transition to College

Topic, lecture, or activity will be announced.

NOV 11: STICKER SHOCK: Status and Consumption

Cullen, *The American Dream*:

- Chapter 6: "Dream of the Good Life (III): The Coast," 159-84.

Schneller, *Writing about Business and Industry*:

- Blaise Pascal, "Pensées 139," 7-10.

Handouts

- Benjamin Franklin, "The Whistle."
- John Dos Passos, "The Bitter Drink."

- David Gallagher, “Just Say No to H2O.”
- Lawrence Osborne, “Consuming Rituals of the Suburban Tribe.”
- Paul Roberts, “Bad Sports”; Ad: “Introducing the Chevy Trail Blazer.”
- Patricia Cohen, “In Defense of Our Wicked, Wicked Ways.”
- James Twitchell, “A (Mild) Defense of Luxury.”
- George Will, “Choice, Desire Fuel America.”
- Juliet Schor, “Learning Diderot’s Lesson.”

NOV 13: REQUIEM FOR A DREAM: Death of a Salesman

Miller, *Death of a Salesman*:

- Act One: 11-69; Act Two: 71-136; Requiem: 137-39.
- John Lahr, “Making Willy Loman” (*handout*).
- James Surowiecki, “Why Salesmen Never Die” (*handout*).

Handouts

- Lebenthal & Co., “Are You Doing Better than Your Parents?”
- SPDR, “Invest in America. Your Grandparents Did.”
- Investment Masters Class, “New Era Thinking.”
- Robert J. Shiller, “New Era Economic Thinking.”
- Jennifer Steinhauer, “Salesmanship Got Us In. Can It Get Us Out?”
- Robert J. Samuelson, “Economics of the Rat Race.”
- Clive Crook, “Rags to Rags, Riches to Riches.”
- *The Economist*, “Inequality and the American Dream” and “The Rich, the Poor, and the Growing Gap Between Them.”
- David Wessel, “Escalator Ride.”
- John Leland, “Why America Sees the Silver Lining.”
- Christopher Lasch, “Changing Modes of Making It.”
- Garrett Keizer, “Crap Shoot.”
- Celeste MacLeod, “Horatio Alger, Farewell.”

PAPER 6:

“RESEARCH PROPOSAL”

A noted scholar and a distinguished member of the London Royal Society and the American Philosophical Society, Dr. Benjamin Franklin proposed and published dozens of influential papers. His ability to sell ideas was as crucial to his success in the academy as it had been to his success in business and politics.

For your final assignment, therefore, write a **research proposal** for a 20-page term paper. Addressed to me, this proposal must be in *memo format* (3 to 5 single-spaced pages) and printed on *IC stationery*. Content and approach may reflect your personal, professional, or scholarly interests, but the topic somehow should relate to this Ithaca Seminar on Writing.

Delve into a part of Franklin's life and times or explore an aspect of the American Dream, such as Horatio Algerism and the myth of success; the greed, deception, and hysteria often fueling our boom-and-bust economy; conspicuous consumption and mega-careerism; the cult of salesmanship and self-improvement; the disintegration of middle-class life; or the changing relationship between home and work. If you prefer, you may examine these themes in American literature, film, and popular culture or propose something less scholarly and more practical.

Whatever your subject, imagine you have 8 to 10 weeks to complete this research project, beginning before midterm. Narrow your topic and locate *7 to 10 substantial sources*. Following Brian Holloway's or Phil Kolin's guidelines in your handouts, include headed sections for *purpose and overview*, *areas of investigation*, *research methods* and *annotated sources*, *timetable*, *request for approval*, and *contact information*.

After submitting this proposal, you will share your topic with the entire class in a 3- to 5-minute PowerPoint or Google Slides presentation on exam day.

NOV 17: **COMMON HOUR: Transition to College**
Topic, lecture, or activity will be announced.

NOV 18: **WORKSHOP: Writing Research Proposals**
Find a working topic for Paper 6.

Handouts

- Phil Kolin, "Research Proposals."
- Brian Holloway, "Proposals on Campus."
- Proposals by Daniel Bellehsen, Alison Erlich, and Kelly Van Pelt.

NOV 20: **WORKSHOP: Presenting Your Work**

Mike Palmquist, *Joining the Conversation*:

- Chapter 23: "How Can I Make a Presentation?" 641-52.
- James Hardjanidata, "Portfolio Reflection" (*handout*).

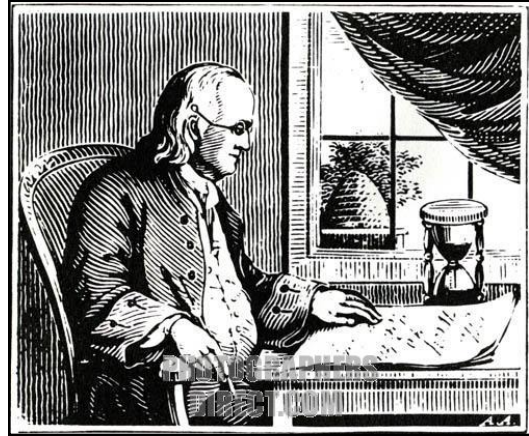
NOV 24: **THANKSGIVING BREAK**

NOV 25: *No class for entire week.*

NOV 27:



Looking back on a lifetime of achievement, Benjamin Franklin assembled a portfolio of papers and reflections documenting his development as a man and a writer. Edited by his secretary and grandson, William Temple Franklin, this last project was published in 1818 as the *Autobiography of Benjamin Franklin*, 28 years after Franklin's death.



Retrospectives are often instructive. For course assessment, the First-Year Composition Program asks all students in Ithaca Seminar in Writing (ICSM-10800) to assemble a *digital portfolio* at the end of the semester. This portfolio hopes to demonstrate that your growth as a writer and thinker is *developmental*. This process began prior to college and will continue long after.

Please include the following artifacts:

1. *Literacy Narrative*: Revise and expand original essay and integrate and cite sources.
2. *Sample Academic Paper*: Make and support a claim, locate yourself in an ongoing conversation in academic or public discourse, and interact with two or more sources.
3. *Course Reflection*: Review your progress over the semester, assess the extent to which you achieved initial learning goals, and set new goals for the future.

INFORMATION TECHNOLOGY SERVICES (ITS) will help you to upload these documents to Taskstream. As you assemble your materials, please keep in mind that this portfolio is not private and will be read by others.



DEC 01: **COMMON HOUR: Transition to College**
Topic, lecture, or activity will be announced.

DEC 02: **WORKSHOP: Research Proposal**
Bring working draft of research proposal to class.

DEC 04: **WORKSHOP: Research Presentations**
Complete course evaluation and revise proposal.

DEC 08: **COMMON HOUR: Transition to College**
Topic, lecture, or activity will be announced.

POOR RICHARD'S LEGACY: Benjamin Franklin and the American Dream

"Our new Constitution is now established; everything seems to promise it will be durable; but, in this world, nothing is certain except death and taxes."

~Benjamin Franklin, "Letter to Jean-Baptiste Le Roy" (November 13, 1789)

DEC 09: **OPEN WORKSHOP:** *Work on proposal, portfolio, or presentation.*

DEC 11: **AUDITING HISTORY: Balancing America's Books**
Review the semester and discuss other writing courses.

FINAL DRAFT OF PAPER #6 DUE.

Cullen, *The American Dream*:

- Chapter 4: "King of America: The Dream of Equality," 103-31.
- Conclusion: Extending the Dream," 184-90.

Gaustad, *Benjamin Franklin*:

- Chapter 7: "New Nation and Aged Patriarch," 110-25.

Handouts

- Benjamin Franklin, "Last Public Speech (September 17, 1787)."
- Benjamin Franklin, "Epitaph."
- NPR, "*Benjamin Franklin's Last Bet*: Interview with Michael Meyer."
- Walter Isaacson, "Conclusions: History's Reflections and the Ledger Book" from *Benjamin Franklin: An American Life* (2003).
- Arthur C. Brooks, "Ben Franklin's Radical Theory of Happiness."
- Jill Lepore, "The Creed: What Poor Richard Cost Benjamin Franklin."
- John Paul Rollert, "How America Lost Track of Benjamin Franklin's Definition of Success."

POINT/COUNTERPOINT:

- Timothy Messer-Kruse, "The Unbearable Whiteness of Ken Burns."
- *The People* vs. George Reisman, "Capitalism and Racism."
- J. N. Benjamin, "Recasting *Death of a Salesman*."

EXAM PERIOD **ACCOUNTING FOR SCHOOL: Assessing Student Portfolios**
Upload digital portfolio to Taskstream, including course reflection.

ORAL PRESENTATIONS

December 12, 01:30 to 04:00 PM: Section 3

December 16, 07:30 to 10:00 AM: Section 1



APPENDIX:

College Diversity Statement, Academic Policies, and Institutional Resources

COLLEGE DIVERSITY STATEMENT

Ithaca College values diversity because it enriches our community and the myriad experiences that characterize a college education. Diversity encompasses multiple dimensions, including but not limited to race, culture, nationality, ethnicity, religion, ideas, beliefs, geographic origin, class, sexual orientation, gender, gender identity and expression, disability, and age.

We are dedicated to addressing current and past injustices and promoting excellence and equity. Ithaca College continually strives to build an inclusive and welcoming community of individuals with diverse talents and skills from a multitude of backgrounds who are committed to civility, mutual respect, social justice, and the free and open exchange of ideas. We commit ourselves to change, growth, and action that embrace diversity as an integral part of the educational experience and of the community we create.

To learn more about the college's commitment to diversity, visit:

- <https://www.ithaca.edu/diversity-and-inclusion/diversity-statement>

ACADEMIC POLICIES

Academic Conduct

The Ithaca College Policy Manual describes the Standards of Academic Content embedded in the Student Code of Conduct. It is the responsibility of every student and faculty member to be familiar with, and comply with, these expectations for rigor, authenticity, trust, and honesty in academic work. You may find the full policy at:

- <https://www.ithaca.edu/policies/vol7/general/070104/>

We will discuss this policy more thoroughly in our course, but as the Policy Manual states: “Because Ithaca College is an academic community, ignorance of the accepted standards of academic honesty in no way affects the responsibility of students who violate standards of conduct in courses and other academic activities.”

Class Attendance

Students at Ithaca College are expected to attend all classes, and they are responsible for work missed during any absence from class. At the beginning of each semester, instructors must provide the students in their courses with written guidelines regarding possible penalties for failure to attend class. These guidelines may vary from course to course but are subject to the following conditions:

- In accordance with Federal Law, students with a disability documented through Student Accessibility Services (SAS) may require reasonable accommodations to ensure equitable access. A student with an attendance accommodation, who misses a scheduled course time due to a documented disability, must be provided an equivalent opportunity to make up missed time and/or coursework within a reasonable timeframe. An accommodation that affects attendance is not an attendance waiver and no accommodation can fundamentally alter a course requirement. If a faculty member thinks an attendance-related accommodation would result in a fundamental alteration, concerns and potential alternatives should be discussed with SAS.
- In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. The faculty member is responsible for providing the student with an equivalent opportunity to make up any examination, study, or work requirement that the student may have missed. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.
- Any student who misses class due to a family or individual health emergency or to a required appearance in a court of law shall be excused. If the emergency is prolonged or if the student is incapacitated, the student or a family member/legal guardian should report the absence to the Dean of Students or the Dean of the academic school where the student's program is housed. Students may consider a leave of absence, medical leave of absence, selected course withdrawals, etc., if they miss a significant portion of classwork.

A student may be excused for participation in College-authorized co-curricular and extracurricular activities if, in the instructor's judgment, this does not impair the specific student's or the other students' ability to succeed in the course.

For all absences except those due to religious beliefs, the course instructor has the right to determine if the number of absences has been excessive in view of the nature of the class that was missed and the stated attendance policy.

Students should notify their instructors as soon as possible of any anticipated absences.

Student Accommodations

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities. Accommodations are available for remote, hybrid, and in-person study. Students seeking accommodations must register with Student Accessibility Services and provide appropriate documentation before any accommodations can be provided.

Please note that accommodations are not retroactive, so timely contact with Student Accessibility Services is encouraged. Students who wish to meet with an SAS specialist can email sas@ithaca.edu to schedule an online or phone appointment.

Title IX

If you disclose an experience related to sexual misconduct (including sexual assault, dating violence, and/or stalking, sexual harassment or sex-based discrimination, your professor can inform the Title IX Coordinator (lkoenig@ithaca.edu) of all relevant information, including your name. The college will take initial steps to address the incident(s), protect, and, support those directly affected, and enhance the safety of our community.

The Title IX Coordinator will work with you to determine the best way to proceed. Information shared in class assignments, class discussions, and at public events do not constitute an official disclosure, and faculty and staff do not have to report these to the Title IX Coordinator. Faculty and staff should be sure that access to campus and community resources related to sexual misconduct are available to students in the case these subjects do arise. Any other disclosure to faculty and staff needs to be reported to the Title IX Coordinator. For more information: <https://www.ithaca.edu/share>.

Zoom Recordings and Privacy

Instructors will record all online class sessions to help students recover missed lectures and discussions if they are absent. This is permitted under federal laws that protect your educational privacy (FERPA), since the recording is only available to students enrolled in a course, and anything an enrolled student would learn about another student from watching the recording is the same that they would learn about each other if they were both in the class at the same time.

“Breakout” or small group discussions in Zoom, however, are *not* recorded; only all group portions of the class are included. That said, be assured that this is a safe learning environment. If you have any concerns about recording, please speak with me if your instructor.

INSTITUTIONAL RESOURCES

Center for Academic Advising

The Academic Advising Center supports IC students and has transitioned to a virtual model of advising. Students are able to set up both scheduled or drop-in appointments using Zoom and connect with an Academic Advisor. Contact the Advising Center to discuss registration questions, review degree requirements, talk about ICC requirements, discuss adding or changing majors or minors, receive help with study skills and strategies, and get help with any other academic advising related questions. You may also email advisingcenter@ithaca.edu with your advising questions.

To schedule an appointment, go to: <https://www.ithaca.edu/academic-advising-center>.

Counseling and Psychological Services (CAPS)

The Ithaca College Center for Counseling and Psychological Services (CAPS) promotes and fosters the academic, personal, and interpersonal development of Ithaca College students by providing short-term individual, group, and relationship counseling, crisis intervention, educational programs to the campus community, and consultation for faculty, staff, parents, and students. Their team of licensed and licensed-eligible professionals value inclusivity, and they are dedicated to creating a diverse, accessible, and welcoming environment that is safe and comfortable for all those they serve and with whom they interact.

CAPS continues to serve all enrolled students at this time via Telehealth. The center has decided not to provide in-person services at this time to ensure the safety of students and staff. Staff in the office will answer questions by phone at (607) 274-3136; please leave a voicemail if you do not reach a live person. You can also reach the office via email at counseling@ithaca.edu.

Should your instructor suspect that you need additional support, they will express their concerns. It is not their intent to know the details of what might be troubling you, but simply to let you know that they are concerned and that help, if needed, is available. Remember: getting help is a smart and courageous thing to do.

Writing Center

The Writing Center aims to help students from all disciplines, backgrounds, and experiences to develop greater independence as writers at two locations: Smiddy 107 (Monday through Thursday, 10:00 AM to 5:00 PM) and the Gannet Center Library, Second Floor Cubicles (Sunday through Thursday, 7:00 PM to 10:00 PM). Our peer tutors will help you to see writing as central to your critical and creative thinking.

Appointments can be made at [Ithaca.mywconline.com](https://ithaca.mywconline.com), which is also linked on the apps.ithaca.edu page. During business hours, please message ithacacollegewritingcenter on Google Hangouts or email ithacacollegewritingcenter@gmail.com to get real-time assistance. Drop-in service is subject to tutor availability.

AI RULES FOR THIS WRITING COURSE

Ithaca College is exploring and implementing AI applications across campus. Initiatives range from using AI to enhance teaching and learning, improving student services, and providing administrative efficiencies to engaging in critical discussions on the ethical use and equitable access of AI technologies.

IC is working to align its approach to AI with its core values and goals as it prepares students for an AI-driven future. Individual classroom policy, however, varies from instructor to instructor. Here are the AI rules for this writing course.

Permitted Usage

Students may use generative AI tools (ChatGPT, Dall-e, etc.) to:

- Brainstorm and refine ideas
- Fine-tune research questions
- Find information on a topic
- Draft an outline to organize thoughts
- Cite sources and create a reference page
- Check grammar and style

WARNING: Material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Habitual use may also stifle independent thinking and creativity.

Prohibited Usage

Students may *not* use generative AI tools to:

- Produce any draft of a writing assignment
- Write or revise entire sentences or paragraphs
- Summarize or paraphrase sources
- Contribute to online discussion boards or Zoom chats
- Complete group work, unless all members mutually agree to use the tool

If you include material generated by an AI program, cite it like any other reference material. Failure to do so will be considered *plagiarism* as defined in Section 7.1.14.1 in the [Standards of Academic Conduct](#) found in the Ithaca College Policy Manual.

Ultimately, **you** are responsible for all material submitted in this course. Your written work cannot violate intellectual property laws or contain misinformation or unethical content. In addition, *any* use of AI tools must be acknowledged and properly documented to meet this classroom's standards of academic honesty. When in doubt about permitted usage, please ask for clarification.