

ENGLWRIT 112 COLLEGE WRITING

UMASS AMHERST FALL 2012 COURSE SYLLABUS



DAYS TIME LOCATION

office hours:

tuesdays from 1 - 3 pm
or by appointment

Instructor: Travis Grandy, English

seriously, contact this guy!

bartlett hall 282

tgrandy@english.umass.edu

COURSE OUTCOMES

Welcome to College Writing! This course satisfies the first-year writing requirement.

The goals of the class are for you to

- examine writing as a social act within specific contexts
- write for a variety of audiences and purposes
- develop thinking and reasoning through questioning our own and others' views
- gather, synthesize, and cite diverse sources of information
- revise your writing substantially and make textual choices that are appropriate to purpose, audience, and context
- become a more critical reader and give constructive feedback to peers
- gain awareness and reflect on your writing process

This class has **5 major assignments** that you will be working during the semester (750-1250 words each):

Unit 1: In Context

analyze an aspect of your personal context and write about this to a familiar audience.

Unit 2: Interacting with Texts

examine processes of circulating texts & writing conventions and write a critical response of a published text for an academic audience

Unit 3: Adding to a Conversation

pursue a line of inquiry that interests you, draw upon multiple sources, and communicate what you learn to a more public audience

Unit 4: Circulating Texts

create and circulate a text based on the research you conduct in Unit 3, and compose your text for an audience of your choosing

Unit 5: Final Reflection

along with a portfolio, describe ways you feel your writing and your writing process has changed while you've been a part of this class

Don't throw anything away!

things
you
need

course website: <http://bit.ly/englwrit112>

required texts (available at textbook annex):

Other Words: A Writer's Reader. Fleming, David ed. Dubuque, IA: Kendall/Hunt, 2009.

The Student Writing Anthology, 2012-2013. Boston: Pearson Custom Publishing, 2012.

The Little Penguin Handbook. Faigley, Lester. Boston: Pearson Custom Publishing, 2012.

...and finally a **notebook** for generative & reflective writing, in-class activities, and such.



WORK IN THIS CLASS

Writing is a process. For each major essay, you will engage in a rigorous writing process: 1) generative writing, in which you explore early ideas; 2) an initial draft; 3) a substantially revised draft, based on feedback from self, peers, instructor, and others; 4) a further revised and copy--edited final draft; and 5) reflective writing about your writing processes and products. A major focus is making substantial revisions: changes that affect the overall direction and impact of your writing.

In addition to writing the major essays, you will conduct weekly **Journal writing**. Much of what writers produce is never seen by readers. You will keep a notebook to record your reflections and test out ideas. You are expected to write two front/back pages per week which I will periodically check-off.

Our course will also help you explore the choices available to you as a writer. **Reading** texts by other writers, including your own classmates, will help you become aware of the options you have for developing, organizing, and presenting your ideas to others; in other words, you will learn to think like a writer. **Reflection** on your own writing will also help you identify your writing options. Throughout the writing process, you'll write short reflections about the choices you made and why you made them.

You will participate in **Peer Response** for every major essay in this class. Learning to write means learning to be read by many others. By giving constructive feedback, you'll learn to read like a writer. By listening carefully to others, you'll learn to make revisions that affect readers in ways you had hoped.

CLASSROOM POLICIES

Regular attendance in English 112 is required.

The course will give you frequent opportunities for college-level reading, writing, speaking, and listening--activities that are complex and require time in-person. Learning happens collaboratively, and you can't contribute if you're not there.

The Writing Program allows two absences without penalty for T/Th classes. If you miss more than that, your final grade will be lowered up to one-half a letter grade each for the third and fourth unexcused absences and up to three-quarters of a letter grade for each absence after that. Finally, if you are unexcused for more than seven classes on a T/Th schedule, without good reason, you cannot pass this course.

Excused absences include a required athletic event, field trip, military obligation, or court appearance; a death or serious illness in your family; you experiencing an accident or serious illness; religious observance; or some other legitimate extenuating circumstance. You are responsible for notifying me in advance (when possible), providing documentation, and making up all missed work.

For the University's policies on absences, go to:
http://www.umass.edu/registrar/gen_info/class_absence.htm.

Be aware that too many absences regardless of reason may make it impossible for you to meet course requirements and pass.

Unexcused absences are where you miss class for some ordinary reason--such as a cold or headache, a pressing deadline in another course, or missing the bus. Missing a scheduled conference with me may also count as an absence. Turning in papers late and coming to class excessively or frequently late may result in grade penalties as well.

Want to pass this class?

- Attend all class meetings (or have absences excused)
- Be ready to work (arrive on time, do the readings, submit drafts and peer review feedback on-time)
- Contribute to class (speak-up, ask questions, express yourself)
- Develop your drafts (take chances, make mistakes, get messy, and make big changes--don't just fix commas)

Plagiarism: When using ideas, words, and short passages from other people's writing in your own writing, you are required to acknowledge the source. Failure to acknowledge the contribution of others is considered plagiarism, a serious academic offense. The Writing Program's statement about plagiarism is found in the opening pages of **The Little Penguin Handbook**.

We will discuss plagiarism more in class, but note that suspect papers (e.g., those without drafts or works cited pages, papers which make large departures in style from your other work) can be submitted to the electronic plagiarism detection service Turnitin.com as part of the grading process.

For the University's Academic Honesty Policy, see:
http://www.umass.edu/dean_students/codeofconduct/acadhonesty/.

HOW THIS CLASS WORKS

Below are three ways you can earn a grade. Depending on how hard you want to work (how deep you go), this will correspond to the grade you get and what you take away at the end of the semester. Less than the minimum described below means you're missing the boat, and may not receive a passing grade.

your grade =

Units 1 through 4 + Unit 5 + Participation
(80%) + (10%) + (10%)

taking
a dip

Participation: You regularly attend class and seem to be an alert and engaged listener. You've done most of the readings & journals (Missing 3 - 4), and maybe you say something in class discussions once in a while. You complete most of the peer review activities and try to provide useful feedback.
Writing: You complete the bare minimum of all assignments but don't necessarily expend a lot of effort to develop. You play it safe in your writing and stick only to what you know. 4 - 6 of your drafts are turned-in late over the course of the semester.
Revision: You make some changes to your drafts prompted by your peers and instructor. These changes seem to be minor tweaks and surface-level.

going
deeper

Participation: You're consistently on time to class and not only are engaged, but speak in class on a regular basis. You've done most of the readings & journals (Missing up to two). You complete most of the peer review activities and try to provide useful feedback and seem to be demonstrating a good-faith effort toward helping your peers learn and develop as writers. You might even visit your instructor's office hours or the writing center.
Writing: You complete the minimum of all assignments and are putting effort into trying new things by reflecting on what you've already done. You take chances with style and approach which may or may not be paying-off. 3-4 of your drafts are late over the course of the semester
Revision: You make many changes to your drafts prompted by your peers and instructor. These changes seem to move beyond the surface, changing the focus of your essays and demonstrate attention to your audience.

diving
deep

Participation: You're always on time to class and not only are engaged, but speak up during almost all class discussions. You've done almost all journals (Missing two or less) and it seems like you've taken time to reflect on the readings before class. You complete almost all peer review activities and your feedback demonstrates a commitment toward helping your peers learn and develop as writers (your peers probably mention your feedback in their reflective writing). You probably visit your instructor's office hours or the writing center.
Writing: You complete all assignments and are clearly putting in a lot of effort. You take chances with style and approach and it's paying off with some exciting and interesting results. 2 or fewer of your drafts are late over the course of the semester
Revision: You make many changes to your drafts prompted by your peers and instructors in addition to your own reflection. These changes seem to move beyond the surface, dramatically changing the focus of your essays and demonstrating a strong sense of your audience. Your final drafts look drastically different from your initial drafts.

letter percent

C- 70-72

C 73-76

C+ 77-79

B- 80-82

B 83-86

B+ 87-89

A- 90-93

A 94 +



OUR WRITING COMMUNITY

Creating a community that enables us to grow and develop as writers depends on each of us fulfilling our individual responsibilities, offering mutual respect to one another, and being receptive readers of one another's writing. As with any University class, students are expected to adhere to the guidelines for classroom behavior as stated in the "Guidelines for Classroom Civility and Respect" in the Code of Student Conduct:

http://www.umass.edu/dean_students/codeofconduct/classroomcivility/

Active, regular **participation** is a basic expectation of this course. One of the best ways to learn to write, after all, is to discuss the choices available to you as a writer and to share ideas about writing with your classmates. As a result, all students are expected to participate actively in class and to provide respectful responses to others' contributions.

In classroom discussions, try to speak for yourself and from personal experiences. Accept that you might make mistakes. Remember that it's okay to change your mind.

SEMESTER CALENDAR

SEPTEMBER

- Sept. 11 TUES:** 1.1 Initial Draft
Sept. 17 MON: *Last day of add/drop*
Sept. 18 TUES: 1.2 Mid-Process Draft
Sept. 20 THURS: 1.3 Mid-Process Draft
Sept. 25 TUES: 1.4 Final Draft

OCTOBER

- Oct. 2 TUES:** 2.0 First Response
Oct. 4 THURS: 2.0 Second Response
Oct. 9 TUES: *No class, UMass on Monday Schedule*
Oct. 11 THURS: 2.1 Initial Draft,
Required 1-on-1 Conference, no class
Oct. 16 TUES: 2.2 Mid-Process Draft
Oct. 18 THURS: 2.3 Mid-Process Draft,
Last day to drop class with a "W"
Oct. 23 TUES: 2.4 Final Draft
Oct. 25 THURS: *Library Day*
Meeting in DuBois Library

NOVEMBER

- Nov. 1 THURS:** 3.0 Research Proposal, *No class*
Nov. 6 TUES: 3.0 Annotated Bib. (2 Sources)
Nov. 8 THURS: 3.1 Primary Research Notes
Nov. 13 TUES: 3.2 Summary of Conversation
Nov. 20 TUES: 3.3 Mid-Process Draft
Nov. 22 THURS: *No class, Thanksgiving Holiday*
Nov. 27 TUES: 3.4 Final Draft
Nov. 29 THURS: 4.1 Rhetorical Prospectus

DECEMBER

- Dec. 6 THURS:** Unit 4 Project Presented
Dec. 14 FRI: Unit 5 Reflection & Portfolio Due
Submit portfolio to instructor's mailbox outside of the Writing Program Office, Bartlett 3rd floor, by 5PM

Learning Accommodations

I am committed to making reasonable adjustments to the course to accommodate various learning styles. If your needs are not being met please contact me.

For formal accommodations and additional services, please see:

<http://www.umass.edu/disability/current.html>

Best Text Contest and Student Writing Anthology:

There are opportunities for your work to be recognized in the Writing Program's annual Best Text Contest, exhibited at our annual Celebration of Writing (held next year in May 2013), and published in our annual Student Writing Anthology. Information about the Contest, Celebration, and Anthology can be found at <http://www.umass.edu/writingprogram/>.

The Writing Center: At UMass, you have access to free one-on-one writing support from our campus Writing Center, located in the Learning Commons of the W. E. B. Du Bois Library. Trained tutors work with writers in 45-minute sessions to brainstorm, structure a piece of writing, discuss strategies for copyediting, and more. Writers at any stage of the process and at all levels are welcome. To make an appointment go to <http://www.umass.edu/writingcenter/>; or you can simply walk in and see if a tutor is available (hours posted at website above). Make sure that you bring your assignment, notes, and/or draft (either paper or electronic copies are fine).