Writing 100: Transition to College Writing

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Class Meeting Time: MW 10-11
Class Meeting Place: 2275 North Quad

Course Introduction

Welcome to College Writing! This course will help you read closely, think critically, make connections amongst a variety of sources, and participate in meaningful academic conversations. In addition to class time, you will also have the opportunity to meet with me in individual bi-weekly conference sessions to discuss your writing in a personally tailored way.

Over the course of the semester, you will develop your college writing skills by writing and revising five essays, several informal writing assignments, and an electronic portfolio that will showcase your work. These assignments are indicative of types of writing most often assigned and valued in University courses in the hopes that by the end of the term, you will be able to anticipate and make some common academic moves for your future coursework and your evolution as a writer. A copy of the general goals and objectives for Writing 100 is provided at the end of this syllabus to help you identify specific academic moves we will be practicing in the course.

I have structured this course around issues of education so that in addition to transferrable writing skills, you also have the opportunity to engage in a sustained topic where you experience the benefit of driving questions that move towards increasingly diverse research modes and more complex arguments. Through our discussion of course readings and your own writing, you will be exploring a relevant issue pertaining to your education, analyzing texts to understand the ways this issue is situated, and conducting research to form arguments about how this issue should be approached in future educational situations.

Textbook

The majority of our readings are collected in a course packet available at Dollar Bill Copying on Church Street. Any additional readings will be available for free on our CTools site.

We will be using Purdue’s fabulous and free website for proper MLA formatting and citation needs: https://owl.english.purdue.edu/owl/section/2/11/
The Gayle Fund

If you cannot afford the required texts and/or supplies for this course, the Sweetland Center for Writing may be able to loan you the necessary materials through the Gayle Fund. If you are interested in applying for a Gayle Fund loan, please talk to me or stop by the Sweetland Center for Writing between 8:00 am and 5:00 pm Monday through Friday to pick up a Gayle Fund Application. When picking up an application, please indicate whether you are an international student or a domestic student, so that you receive the correct application form.

Project Sequence

Project drafts and revisions should adhere to the MLA formatting described on the Purdue website. Submit them electronically in our CTools drop box.

A Positioning Narrative (3-4 pages)
Analysis of An Essay or Story (3 pages)
Analysis of A Website (3 pages)
A Researched Argument (6-8 pages)
Portfolio Introduction (2-3 pages)

Course Requirements

While I am happy to supply hypothetical grades for your writing, Writing 100 is a credit/no credit course. This provides you an opportunity to explore and grow as a writer without the pressure of a graded system. Here are the requirements you must meet to receive credit for the course:

- **Class and conference attendance.** You are expected to attend all classes and scheduled conferences on time. If an unavoidable conflict occurs, notify me, make plans for turning in any work you may have missed, and make sure you are prepared for the subsequent class or conference. Missing more than three unexcused classes/conferences will result in no credit for the course.
- **Class preparation.** You are expected to have the assigned reading and writing done and in your hands when it is due. If you have not done the work or have not brought the materials with you, it counts as half an absence.
- **Class engagement.** You are expected to contribute in a thoughtful and engaged way in classes and conferences. You can do this in a variety of ways that are most comfortable for you. This might include answering a question, posing a question yourself, or sharing something relevant to the class that you have learned/experienced.
- **E-Portfolio.** The electronic portfolio is the showcase for the work you have done in this course, and it provides a way for you to reflect on your development as a writer. You must submit a complete and thoughtful electronic portfolio at the end of the term.
which will consist of the paper sequence above and some smaller writing assignments/collections of things you wish to include. In addition to credit, you will also have the opportunity to be considered for a writing portfolio award which comes with bragging rights, fame, and a substantial cash prize.

**Laptop Policy**

You are welcome to use a laptop or tablet in class when it is relevant to our course work. No phones, please. If I see that you are using the technology for other reasons, I will give you a warning. If you misuse your technology again, I will ask you to keep your laptop in your bag or at home and just use paper and pencils. Like the dinosaurs!

**Attendance Policy**

- Because our course foregrounds discussion, close engagement with the readings, and close engagement with each other’s writing, attending class is crucial for your own success and for the success of the course.
- You may miss two class sessions without penalty. Individual conferences also count as class sessions.
- I will excuse your absence if you bring me a note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency.
- If you have three unexcused absences, you will be given an extra writing assignment to complete. If you exceed three unexcused absences you will not receive credit for the course.
- If you miss class, please ask another student to share his/her notes and tell you about what you missed.
- Please make sure to arrive on time for class. Arriving late causes you to miss important material and is disruptive to others. I will count three late arrivals as one absence.

**Late Work**

I only accept work on or before the day it is due unless you have made prior arrangements with me or unless you have an excused absence that wasn’t possible to tell me about beforehand. I am very understanding and flexible with due dates if you make prior arrangements. If you do not, however, the late work is entered as a 0. If you foresee a problem with a deadline, please discuss this with me before the deadline arrives.

**Academic Integrity**

The phrase “academic integrity” is an important one in any university. It allows scholars and students the opportunity to communicate and work on their research in a productive environment. It is a phrase that gives you a certain amount of freedom, and with that freedom the responsibility to be ethical in your work and in your interactions with others. Plagiarism is perhaps the most well-known of the academic integrity infractions and it occurs when you submit a paper which in whole or in part has been
written by someone else or which contains passages quoted or paraphrased from another’s work without proper citation.

If you commit an act of academic dishonesty in this course either by plagiarizing someone’s work or by allowing your own work to be misused by another person, you will face the following consequences:

- You will fail the assignment and may fail the course.
- I will report the incident to the Director of the English Department Writing Program.
- I will also forward your case, with an explanatory letter and all pertinent materials, to the LSA Assistant Dean of Student Affairs.
- The Dean will determine an appropriate penalty, which may involve academic probation and/or community service.
- If you commit plagiarism while you are already on probation for plagiarism, you may be asked to leave the University.

If you have questions about academic integrity and/or plagiarism, I would be happy to talk with you. You can also refer to the LSA website:  
http://www.lsa.umich.edu/academicintegrity/

Accommodations

I want to help you succeed in this course! If you have special needs, I encourage you to communicate them to me so that we can best work together. I have listed some information about some University of Michigan accommodations below. Let me know if there are other services you would like represented, and I will include them on future syllabi:

Students with Disabilities
In accordance with University of Michigan policy, I am happy to provide accommodations for students with learning disabilities, and I will protect the confidentiality of students’ individual learning needs. I work closely with the Office for Students with Disabilities (SSD), and if you have not already contacted them, I encourage you to do so. Please email me by the second week of the term if you would like to show me your letter from SSD describing approved accommodations. I will set up a confidential appointment with you to discuss accommodations.

http://ssd.umich.edu

Religious Observations
If a class session or due date conflicts with your religious holidays, please notify me so we can make alternative arrangements. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence, but, in accordance with U-M policy on Religious/Academic conflicts, your absence will not affect your grade in the course unless you exceed the maximum number of absences allotted for the course.  
http://www.crlt.umich.edu/gsis/p10_3

Mental Health Resources
As a student, you may experience challenges that negatively affect your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty with eating or sleeping, grief/loss, and alcohol or
drug problems. The University of Michigan offers several confidential services that you might find helpful for addressing such challenges, including:

- Counseling and Psychological Services (CAPS): 734-764-8312
- Sexual Assault Prevention and Awareness Center (SAPAC) 24-Hour Crisis Line: 734-936-3333
- Psychiatric Emergency Services: 734-996-4747.

If you have a diagnosed mental health condition, you may also be able to register with Services for Students with Disabilities: see http://ssd.umich.edu/mental-health-conditions
General Writing 100 Course Goals and Objectives

Overarching Goal

To help students become more prepared and confident academic writers as they develop an e-portfolio that fosters self-reflection and demonstrates progress in writing.

Use an electronic portfolio to develop and present themselves as writers

- develop a sense of audience and purpose.
- reflect on collected pieces of writing.
- integrate visual and textual composition.
- reflect on the connections between academic writing and co-curricular experiences.

Develop an effective writing process

- interpret writing assignments.
- explore methods of topic selection.
- learn organizational strategies.
- develop skills for finding and citing sources.
- provide and use feedback to improve drafts.
- practice revision and editing skills.

Develop arguments in writing

- practice various kinds of argumentation.
- practice thesis statement development.
- logically and coherently develop ideas within sentences, paragraphs, and essays.
- integrate textual evidence via effective quotation selection and paraphrase.
- understand principles of academic integrity.

Develop critical thinking and analytical reading skills

- annotate a text to identify its arguments, sub-arguments, and organizational strategy.
- develop analytical questions about a text.
- read, summarize, and respond to others’ arguments.

Develop study skills

- learn effective strategies for communicating with the instructor in conferences and via email.
- manage their time to meet deadlines.
- find and use campus resources (library, study table, writing center).
- participate effectively in class discussions.
Exploring Resources at the University of Michigan WRITING 100

WRITING 100 gives you an opportunity to explore the wealth and variety of resources available at U of M. To that end, a range of resources are listed below, with brief descriptions and web addresses. This list is by no means exhaustive, and I encourage you to explore any of the resources that interest you as many times as you want. By the 10th week of the semester, you are required to visit at least one of the resources and write a reflective paragraph about your experience.

Sweetland Peer Writing Center
http://www.lsa.umich.edu/sweetland/undergraduate/inpersonwritingsupport
Sweetland peer writing consultants are trained upper-level undergraduates who assist fellow undergraduates at any stage of the writing process, including brainstorming ideas for papers. The peer writing consultants, one of the most valuable academic resources for undergraduates at U of M, work in Angell Hall during the summer. In the fall and winter, they work in Angell Hall as well as in several satellite locations. Visit the link above for hours and locations. While students can make an appointment, they can also just use the Peer Writing Center on a walk-in basis by visiting one of the locations above during regular hours to work with a tutor.

Sweetland OWL
http://www.lsa.umich.edu/sweetland/undergraduate/webbasedwritingsupport
Sweetland peer writing consultants also offer online help with writing to students through the OWL (Online Writing Lab). The OWL allows writers to work with our Peer Writing Consultants in real time via the web using video or text chat.

Writing Workshop
http://www.lsa.umich.edu/sweetland/undergraduate/inpersonwritingsupport
The Writing Workshop at the Sweetland Center for Writing aims to help students become more confident, skilled, and knowledgeable about writing. This free consultation service provides students the opportunity to work one-on-one with a Sweetland instructor; instructors with expertise working with international students are also available. Appointments must be made online and generally book up about a week in advance, so planning ahead is essential with this resource. You may not consult with a Writing Workshop instructor on any work for WRITING100, but you are welcome to bring writing from any other course.

Chat Café: Casual Conversation Groups
http://www.lsa.umich.edu/sweetland/undergraduate/supportforinternationalstudents/chatcafecasualconversationsgroups
The Chat Café is for international students who might like a friendly environment to practice their spoken English and to ask questions about life at U of M and in the U.S. The groups are small (no more than seven speakers), meet once a week during the regular school year, are led by Peer Writing Consultants.

Reference Librarians at Shapiro Library
http://www.lib.umich.edu/shapiro-undergraduate-library/reference-desk
The Shapiro Library reference librarians are happy to work with individual students or small groups to help with research projects. You can consult with a research librarian on a walk-in basis, by phone, by appointment, or by email.

Duderstadt Center
http://www.dc.umich.edu/training.htm Located on North Campus, the Duderstadt Center houses the Digital Media Commons, which offers free introductory-level workshops to students interested in multimedia technology. These workshops are great opportunities to explore tech-related interests. See the link above for a list of workshops with descriptions and information about how to sign up.
Instructional Support Services
https://www.lsa.umich.edu/iss
ISS Media Center is staffed with people available to assist students needing help with tech-related class projects, including video and audio projects. Check out their website for more information.

Tech Deck
http://www.lib.umich.edu/techdeck
The Tech Deck works with individual students and small groups to help with “media-rich” class projects. Students wanting to go the extra mile with their e-portfolios will find this a valuable resource.

Math Lab
http://www.lsa.umich.edu/math/undergrad/coursesforfreshmen/infinresources/mathlab
Located at B860 East Hall, Math Lab is a free walk-in tutoring service for students enrolled in math courses numbered through 217. Assistance with other math courses is not guaranteed, though tutors will make an effort to help any student seeking math help.

Study Abroad
https://mcompass.umich.edu/
Studying abroad is a wonderful college experience, and U of M has a number of resources for students considering this option, including help finding financial assistance. Visit the website above to begin considering the possibilities and make an appointment with an advisor to discuss options.

Career Center
http://careercenter.umich.edu/
The Career Center offers excellent services to help students explore not just career options but also what different majors may be connected to what careers. To see a career counselor, an appointment is required; call 734-764-7460.

Ginsberg Center
http://ginsberg.umich.edu/
The Ginsberg Center provides workshops and advising for students interested in community service and social action. Visit the website above to explore the opportunities available through the Ginsberg Center.

Undergraduate Research Opportunity Program (UROP)
http://www.lsa.umich.edu/urop/students/academicprograms/urop
From the website: “The Undergraduate Research Opportunity Program offers several different programs throughout the academic year designed to assist University of Michigan undergraduate students on the Ann Arbor campus to discover the world of research through collaborations with U-M researchers. Students participating in the program are called research assistants and work alongside a faculty member, research scientist or professional practitioner on an ongoing or new research project.” Consult with an advisor about this opportunity.

Wellness Zone
http://caps.umich.edu/tags/wellness-zone
This excellent resource is located in the Union in room 3100. From the website: “Wellness approaches available in the WZ include three state of the art massage chairs, yoga and meditation tools, Xbox Kinect system, biofeedback software, seasonal affective disorder light therapy and Wellness approaches available in the WZ include three state of the art massage chairs, yoga and meditation tools, Xbox Kinect system, biofeedback software, seasonal affective disorder light therapy and other wellness resources.” Open 8 a.m.-7 p.m. Mondays through Thursdays, and until 5 p.m. Fridays.

Time and Stress Management
http://mitalk.umich.edu/academic-skills
If students are having trouble managing school from a time or stress angle, a counselor can offer valuable advice and strategies for getting a handle on things. An appointment is required; call 734-764-8312.

**Arts Events**
http://www3.arts.umich.edu/
This website makes it easy to find a lecture, exhibit, or workshop to attend. The Arts at Michigan link above has listings for music, architecture, literary arts, visual arts, theater, film, and dance.

**Student Clubs**
https://maizepages.umich.edu/Organizations
The link above leads to a long list of student clubs at U of M. Co-curricular activities like these are known to be an important part of students’ experiences at college!

**Recreational Sports**
http://www.recsports.umich.edu/
Whether students are interested in playing team sports like basketball or soccer, or like outdoor adventures such as rock climbing or kayaking, rec sports has a club, team, or trip for everyone.