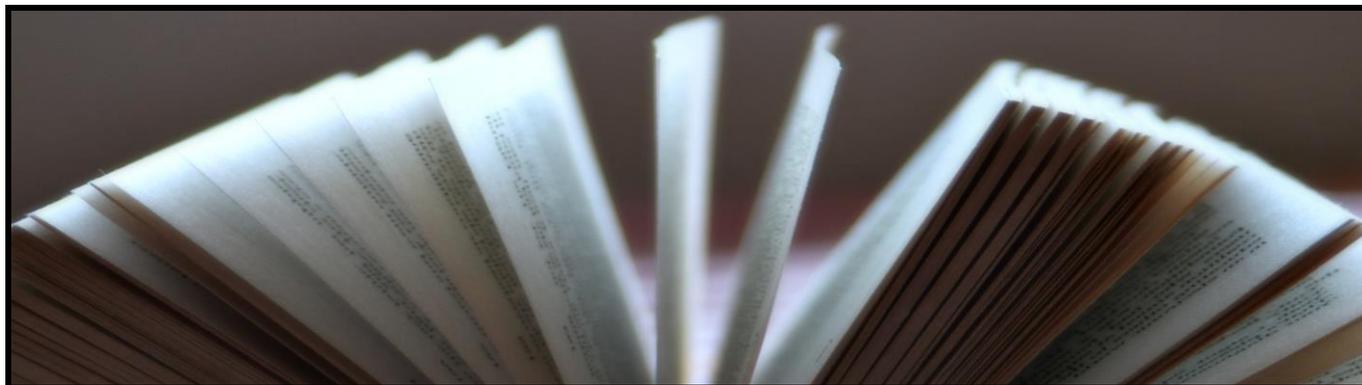


# TRANSITION TO COLLEGE WRITING



## COURSE BLOG

<https://ginabrandolinowriting100.wordpress.com/>

### WRITING100

Section 004

Fall 2014

T/R 11 am-12 pm

North Quad 1155

Instructor: Gina Brandolino, Ph.D.

Email: [gbrand@umich.edu](mailto:gbrand@umich.edu)

Office: North Quad 1322

Office Hours: Monday 12:30-1:30

Thursday 9:30-10:30

### Course Description

This course provides you with the opportunity to focus on and develop your writing process, on which you will rely a great deal in college. Assignments will give you practice with generating and developing ideas, writing analytically, and making thorough revisions. Careful and critical reading skills are important for all writers to have, and we will spend time reading, discussing, and seeking a deep understanding of the work of recently published writers who have written the same kinds of essays that the writing assignments in this course will ask you to produce; these readings will serve as models and inspiration. Readings and writing assignments will not focus on any particular topic or theme. By and large, you will choose the subjects about which you want to write.

This course includes a couple unique features designed to assist you as you develop as a writer. First, you will meet with me regularly for 1-1 half-hour **conference sessions** during which we will discuss what you are working on for the course and your writing process. This individual help is incredibly valuable for writers at any stage and is a great benefit of this course. Second, you will create an **electronic portfolio** which will showcase your work for the course. We will be building your e-portfolio throughout the semester, and I encourage you to work hard on it: two WRITING100 students will win the Granader Family Prize for Outstanding Writing Portfolio, which comes with a **\$1000 cash prize**. Really!

This course does not fulfill the first year writing requirement, though it is designed to help you succeed in the course that does fulfill that requirement and as well as in all other courses with a writing component. This course does count as credit towards graduation.

### Course Goals

In this course, we will work together to help you:

- Develop an effective writing process and sense of yourself as a writer.
- Practice several different modes of analytical writing.
- Exercise and increase your critical thinking and analytical reading skills.
- Learn vital “studenting” skills.
- And more!

## Course Texts

You do not need to buy any books for this course; course readings are available as PDF files through the course blog at <https://ginabrandolinowriting100.wordpress.com/reading-assignments/> or on CTools. The blog is self-explanatory; on CTools, you can access them by logging into CTools, clicking on the tab for our class, then clicking on “Resources” in the list on the left. A list of course readings will appear; select the one you are looking for by clicking on it.

**You must bring a copy of what you read to class with you on the day we discuss it.** Bringing a paper copy is easiest and my preference, but you can use an e-reader (*not* a laptop, and *not* a phone with e-reader capabilities) as long as you disable any internet connectivity during class time. If I find that you are using your e-reader in class for purposes other than to consult the text we are studying that day, you will no longer be able to use your e-reader during class.

## Course Requirements

This course is credit / no credit. Because you will not earn a grade, it is an ideal place to practice your writing skills without anxiety. As you know, practice of any kind—whether for a sport, musical instrument, foreign language, or to master a body of knowledge or particular academic ability, like writing—requires your effort, dedication, and attention. If you take this course and the practice it offers you seriously, you will see improvement in your writing abilities.

To receive credit for this course, you must show good effort and be dedicated and attentive to it. I define what I mean by “effort,” “dedicated,” and “attentive” below. To receive credit for this course, you must meet all these requirements:

**Come to class and conference sessions regularly.** If unavoidable commitments or real emergencies interfere with your ability to attend any class or conference session, please consult with me as soon as you can. You are responsible for catching up on what you may miss due to any absence. Students who miss more than three class sessions or more than one individual conference session should expect not to receive credit for the course.

**Get to class and conference sessions on time.** Every two times a student is late either to class or to an individual conference session, it will count as one absence. If you know ahead of time that you will have difficulty making it to a class or conference session on time, please consult with me.

**Complete all assignments, large and small, with care and on time.** If you know ahead of time that you will be unable to make a deadline, talk to me about it, and we will see if alternative arrangements can be made. Students who turn in careless work should expect not to receive credit for the course.

**Thoroughly revise your writing assignments between rough and final drafts.** You will be expected to complete at least one major revision of each of your writing assignments. You cannot receive credit for this course by only writing one draft of assignments, or by only doing minor revision work. You will receive a lot of suggestions for revision—from me and from your peers—to assist you.

**Participate actively in class and on the course blog.** Active participation in class is more than just coming to class and not being disruptive; it means contributing to what we are doing, be it small group work or large class discussion. You cannot just “show up” for this class—you need to be engaged. To participate actively on the course blog, you must write at least one post and comment on the each blog post your fellow students write. You will receive more instructions on how to participate on the class blog.

**Participate actively in conference sessions.** To participate actively in conference sessions, you should 1) look at the course schedule to see what assignment you should come prepared to discuss, and bring a paper copy of your work on that assignment so far and 2) be ready to think, read, and discuss with me; don’t just expect to passively collect advice.

**Read your fellow students’ work with care and provide constructive feedback.** To help you revise your papers, you will receive feedback from your fellow students, and you will provide feedback to them on their work. This exchange of constructive criticism is called “peer critique,” and we will do a lot of it. Peer critique provides you with useful feedback on your work and helps you practice reading with a critical eye. Students who miss more than one peer critique should expect not to receive credit for the course.

**Do all of the course readings on time and carefully.** Students should come to class prepared to talk about the reading assigned for the day. You and your fellow students will always talk about readings on the course blog before we talk about them in class; that is a good place for you to get ideas about what points you want to raise in class discussion.

**Create and submit an electronic portfolio.** The electronic portfolio is the culmination of all your work for the course, and it provides a way for you to reflect on your development as a writer. To receive credit

for this course, you must submit a complete and thoughtfully composed portfolio by the last day of class. You will have lots of help along the way.

### **Other Course Policies**

**Turning in Writing Assignments** Writing assignments should be double-spaced with 1 inch margins and 12 point font. You will receive paper copies of assignment sheets for each assignment as due dates approach, and you can also access these assignments online at <https://ginabrandolinowriting100.wordpress.com/writing-assignments/>. All assignments should be submitted using the Drop Box on CTools. Due dates are listed on the course schedule and will also be on assignment sheets. *It is your responsibility to be sure that your paper makes it into the CTools Drop Box on time.*

**Need Help Buying School Supplies?** If financial need makes it difficult for you to purchase books, a laptop computer, or other classroom materials, the Gayle Fund (established in honor of Gayle Morris Sweetland) can loan you the necessary materials. You can talk to me about how to apply or you can get an application form from the receptionist in the Sweetland office at 1310 North Quad.

**Students with Disabilities** The Services for Students with Disabilities (<http://www.umich.edu/~sswd/>) is available to assist university students who need accommodations due to a disability. If you would like to request such accommodations for this course, please make an appointment to see me.

**Plagiarism** Any paper with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. Plagiarism is the unacknowledged use of others' materials, both words and ideas. We will discuss how to properly cite sources in this class, but if you ever have a question regarding how to correctly give credit to another writer for his or her ideas, ask me about it. A student who plagiarizes in this course should expect the following penalties: not receiving credit for the course and being placed on academic probation. If a student already on academic probation is caught plagiarizing, he or she is usually suspended from the university (for more on this policy, see: <http://www.lsa.umich.edu/bulletin/chapter4/conduct>). Please do your own work for this course.

**Disruptions in Class** Please turn off and put away all laptops (unless we are using them for class), cell phones, and other electronic devices other than e-readers before class starts. If for some reason you need to keep your cell phone on, please notify me before class. I do not suffer gladly side conversations when class is in session. Be on time for class, be attentive in class, and kindly refrain from packing up your books and putting on your coat until class is dismissed.

*I reserve the right to amend the policies in this syllabus in the event that changes are necessary.*

## Course Schedule

*This schedule is not set in stone; it may be necessary for me to make some changes in it. I will alert you to all changes as soon as possible. If you are absent, it is your responsibility to check with me to see if the schedule has been amended. **Always bring the assigned reading material to class with you, on paper.***

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| T 8 Sept.  | Introduction to the course  |
| R 10 Sept. | <b>Due:</b> Items on the “To-Do List” I handed out in class   |
| T 15 Sept. | <b>Due:</b> Rough draft of Assignment 1: Good Writing; bring a paper copy of it and of the passage you wrote about. Also, sign up online for one-on-one meetings <b>by Tues. morning</b> <b>Bring to class a copy of your complete schedule (courses, work, practices, other regular commitments, etc.)</b> |
| R 17 Sept. | <b>Read:</b> Veselka, “Highway of Lost Girls”<br><b>Due:</b> By 9 pm on Wednesday, a blog post if you signed up to write one. By 10 am on Thursday, a comment on each blog post on this reading, unless you wrote a blog post.  |

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| T 22 Sept.               | <b>Read:</b> Laymon, How to Slowly Kill Yourself and Others in America<br><b>Due:</b> By 9 pm on Monday, a blog post if you signed up to write one. By 10 am on Tuesday, a comment on each blog post on this reading, unless you wrote a blog post.   |
| R 24 Sept.               | <b>Read:</b> Black, “Stupid Rich Bastards”<br><b>Due:</b> By 9 pm on Wednesday, a blog post if you signed up to write one. By 10 am on Thursday, a comment on each blog post on this reading, unless you wrote a blog post.   |
| T 29 Sept.               | <b>Read:</b> Rosenwasser and Stephen, Analysis: What It is and What It Does<br><b>Due:</b> The 2-3 really good stories you wrote (bring paper copies)   |
| R 1 Oct.                 | E-portfolio day; <b>bring your laptop if you have one and would like to work on it.</b> Bring with you to class <i>electronic files</i> (saved to your email or a thumb drive) of a <b>picture</b> of yourself to put on your e-portfolio and a <b>welcome message</b> for the first page. For a sample of what your welcome message should be like, see the prize-winning e-portfolio of my student Akemi: <a href="https://akemitsutsumiwriting100.wordpress.com/">https://akemitsutsumiwriting100.wordpress.com/</a> |
| <b>Sunday<br/>4 Oct.</b> | <b>Final, revised draft of Assignment 1: Good Writing and accompanying preface are due on CTools, in the Drop-Box on this day or any time before!</b>   |

Students meet with Gina for their first 1-on-1 meeting during these two weeks! Be on time to your meeting, and bring a paper copy of all your materials for Assignment 1: Good Writing.

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| T 6 Oct.                  | <b>Due:</b> Rough draft of Assignment 2: Personal Narrative; bring a paper copy of it. Also, sign up online for Wordpress presentations <b>by Tues. morning.</b>  |
| R 8 Oct.                  | <b>Read:</b> Kleinman, “Why Sexist Language Matters”<br><b>Due:</b> Write your Peer Critique letter and bring a copy of it to class for your peer. Also, by 9 pm on Wednesday, a blog post if you signed up to write one. By 10 am on Thursday, a comment on each blog post on this reading, unless you wrote a blog post.  |
| T 13 Oct.                 | <b>Read:</b> Salam, “The Upper Middle Class is Ruining America” at <a href="#">this link</a> (link also available on course blog)<br><b>Due:</b> By 9 pm on Monday, a blog post if you signed up to write one. By 10 am on Tuesday, a comment on each blog post on this reading, unless you wrote a blog post.  |
| R 15 Oct.                 | <b>Read:</b> Rosenwasser and Stephen, Five Kinds of Weak Thesis Statements<br><b>Due:</b> Using the rant topics you came up within class on T 6 Oct., write examples of the five kinds of weak thesis statements you read about. <b>Don't</b> label which is an example of what kind of bad thesis. Bring your bad thesis statements to class ready to use in group work. |
| <b>Sunday<br/>18 Oct.</b> | <b>Final, revised draft of Assignment 2: Personal Narrative and accompanying preface are due on CTools, in the Drop-Box on this day or any time before!</b>   |

Students meet with Gina for their second 1-on-1 meeting during these two weeks! Be on time to your meeting, and bring a paper copy of your Assignment 2: Personal Narrative.

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| T 20 Oct. | No class—fall break!                                   |
| R 22 Oct. | Come to class ready to complete a mid-term evaluation. |

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| T 27 Oct.        | <p><b>Due:</b> Rough Draft of Assignment 3: Argument; bring a paper copy of it. Also, Wordpress presentations if you signed up for this day.</p> <p>E-portfolio day; <b>bring your laptop if you have one and would like to work on it.</b> Bring electronic files (saved to your email or a thumb drive) ready to upload to your e-portfolio of: 1) your Assignment 1: Good Writing, plus the Preface that goes with it 2) your Assignment 2: Personal Narrative, plus the Preface that goes with it.</p> |
| R 29 Oct.        | <p><b>Read:</b> Kolbert, “Project Exodus” and Rosenwasser and Stephen, Kinds of Evidence</p> <p><b>Due:</b> As you read, keep a list of the kinds of evidence (as explained by Rosenwasser and Stephen) that Kolbert uses and examples of each kind of evidence.</p> <p>By 9 pm on Wednesday, a blog post if you signed up to write one. By 10 am on Thursday, a comment on each blog post on this reading, unless you wrote a blog post.</p>  |
| T 3 Nov.         | <p><b>Read:</b> Marx, “Pets Allowed”</p> <p><b>Due:</b> As you read, keep a list of the kinds of evidence (as explained by Rosenwasser and Stephen) that Marx uses and examples of each kind of evidence.</p> <p>By 9 pm on Monday, a blog post if you signed up to write one. By 10 am on Tuesday, a comment on each blog post on this reading, unless you wrote a blog post.</p>   |
| R 5 Nov.         | <p>Research day; class time will be devoted to your choosing a topic for Assignment 4 and researching it online. <b>Bring your laptop if you have one and would like to work on it.</b></p>  |
| Sunday<br>8 Nov. | <p><b>Final, revised draft of Assignment 3: Argument and accompanying preface are due on CTools, in the Drop-Box on this day or any time before!</b></p>   |

Students meet with Gina for their third 1-on-1 meeting during these two weeks! Be on time to your meeting, and bring a paper copy of your Assignment 3: Argument.

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| T 10 Nov. | <p><b>Read:</b> Lamott, “Shitty First Drafts”</p> <p><b>Due:</b> Rough, rough draft of your Assignment 4: Research Paper; bring a paper copy. It can be in any format at this point (notes, outline, paragraphs) but has to feature what your research question is at this point, be typed, and be at least 700 words long.</p>               |
| R 12 Nov. | <p><b>Read:</b> Starr, “The Interview”</p> <p><b>Due:</b> By 9 pm on Wednesday, a blog post if you signed up to write one. By 10 am on Thursday, a comment on each blog post on this reading, unless you wrote a blog post.</p>   |
| T 17 Nov. | <p><b>Read:</b> Rosenwasser and Stephen, Six Strategies for Analyzing Sources</p> <p><b>Bring to class:</b> copies of the readings by Kolbert (Mars), Marx (Pets), and Starr (Interrogation)</p>  |
| R 19 Nov. | <p><b>Due:</b> Wordpress presentations if you signed up for this day.</p> <p>E-portfolio day; <b>bring your laptop if you have one and would like to work on it.</b> Bring electronic files (saved to your email or a thumb drive) ready to upload to your e-portfolio of your Assignment 3: Argument, plus the Preface that goes with it</p> |

Students meet with Gina for their fourth and final 1-on-1 meeting during these weeks! Be on time to your meeting, and bring a paper copy of your work so far on Assignment 4: Research Paper.

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| T 24 Nov.                 | <b>Due:</b> More developed draft of Assignment 4: Research Paper. Bring a paper copy to class for peer critique.  |
| R 26 Nov.                 | No class—Thanksgiving break!  |
| <b>Sunday<br/>29 Nov.</b> | <b>Final, revised draft of Assignment 4: Research Paper and accompanying preface are due on CTools, in the Drop-Box on this day or any time before!</b> |

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| T 1 Dec.  | <b>Read:</b> Dillard, “Notes for Young Writers”<br><b>Due:</b> By 9 pm on Monday, a blog post if you signed up to write one. By 10 am on Tuesday, a comment on each blog post on this reading, unless you wrote a blog post.  |
| R 3 Dec.  | <b>Due:</b> Rough draft of Assignment 5: Notes for Young Writers; bring a copy of it to share for peer critique, in whatever form it is in. You are welcome to bring your laptop if it’s web-based.   |
| T 8 Dec.  | <b>Due: Final, revised draft of Assignment 5: Notes for Young Writers is due on CTools, in the Drop-Box before class begins!</b> Also, Wordpress presentations if you signed up for this day.<br>E-portfolio day; <b>bring your laptop if you have one and would like to work on it.</b> Bring electronic files (saved to your email or a thumb drive) ready to upload to your e-portfolio of: 1) your Assignment 4: Research Paper, plus the Preface that goes with it 2) your Assignment 5: Advice for Young Writers. |
| R 10 Dec. | <b>Due:</b> Final, polished e-portfolio! We will be voting on portfolios, so <b>bring your laptop to class if you have one and would like to work on it.</b>  |

During these weeks students will meet with Gina in small groups for 60-minute workshops for peer critique of the e-portfolio.