Writing 100: Transition to College Writing

Texts
Course readings posted on our Ctools/Canvas site
Print readings for class

highly recommended
The Little, Brown Essential Handbook for Writers, Jane E. Aaron.
a college dictionary

Course Blog   http://writing100fall2015.blogspot.com/

Course Overview
Learning What You Know: In this course we will practice the essentials of college writing through the stages of the writing process with an emphasis on the role of revision in gaining clarity, focus, an depth of analysis in our writing. This class will expand on what you know as writers and readers, and allow you to redefine yourself as a writer through a process-oriented approach to your writing. Regular one-to-one student-teacher meetings will provide individual attention to key features of college writing and help students generate and shape ideas through revision. Our weekly readings will provide the backdrop for discussion and paper topics, and active participation in class discussions will model critical thought processes essential to writing good essays. We will concentrate on connecting reading and writing in this course, since improving your reading comprehension and analytical skills will contribute to your growth as a writer. Class activities include discussion of readings, modeling of writing strategies, group work, low-stakes writing, and peer review workshops. We will read essays, journal articles, and online articles, raise questions, consider evidence and how it is used in writing, write and write, and share responses on a course blog. We will explore methods of research, how to better use evidence, and strategies for developing original argumentation. We will also develop an E-portfolio over the term that will allow you to integrate visual and textual composition and reflective writing for an audience and purpose.

You will be required to write 5 papers over the term that you will expand and revise for your final class E-portfolio. The final E-portfolio will total approximately 20 revised pages and include pieces of reflective analysis on your writing over the term. Along with the final E-portfolio, blog posts, short written responses, regular class attendance, and meeting your 4 individual and 3 group conferences to discuss your writing with me are required to earn credit.

Our goal is to help you become a more confident reader, writer, and learner for college and beyond.
More specifically, our learning goals are:
-- To read, summarize, analyze, and synthesize complex texts purposefully
-- To analyze the genres and rhetorical strategies that writers use to address particular audiences for various purposes and in various contexts
-- To develop flexible strategies for generating and revising work
-- To produce complex, analytic, well-supported arguments that matter in academic contexts
-- To use an electronic portfolio to develop and present yourself as a writer
-- To develop student and study skills to support your success in college

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

Policies
• Class attendance is required and students MUST attend scheduled individual and group appointments. There will be zero-tolerance for unexcused absence. In case of illness or emergency, please contact me as soon as possible and bring a doctor’s excuse to the next class. You are required to make up any work that
you miss.

- I will not accept late papers or assignments unless you have made arrangements with me in advance. In case of illness or emergency, please contact me as soon as possible.
- Bring printed hard copies of our readings and your papers and assignments to class. All essays must be typed and double-spaced. Use basic fonts, no larger than 12pt.
- Students may be required to bring additional copies of their work for peer group and full class workshops. Please come to each class with materials ready to distribute.
- Plagiarism will result in immediate failure.

Plagiarism
The LSA Student Bulletin defines plagiarism as “submitting a piece of work (for example an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student’s own work without attributing those same portions to their correct sources.” If I find evidence of plagiarism in any student paper, I will immediately fail that paper. It is often difficult to determine where the line is between being influenced by a text or person and taking words or ideas from that text or person. If you have any questions about whether or not you should give credit to a source in your work, I suggest that you always cite that source to be safe. We will spend time in class on how and when to cite sources.

Some examples of plagiarism include:
- handing in a paper written (even partially) by someone else as your own work
- turning in the same paper for two different classes
- copying and pasting sentences from a website, even if you change some words
- not citing a source—that is, claiming someone else’s ideas, sentences or words (even only a few words!) as your own, even accidentally
- changing a quotation (paraphrasing) without acknowledging the source or by using too much of the source’s original language

For a more detailed explanation of plagiarism visit the University of Michigan statement on plagiarism at the LS&A website on academic misconduct. The Department of English Language and Literature follows a standard policy for students who plagiarize. Here is the link to the full policy statement:
http://www.lsa.umich.edu/english/undergraduate/plagNote.asp

- You will fail the assignment and course.
- Your case will be sent, with an explanatory letter and all pertinent materials, to the Dean for Academic Affairs.
- You will be placed on academic probation (which does register on your transcript). If a student already on probation is caught plagiarizing, he or she is usually asked to leave the University.

Accommodations
The University of Michigan is committed to ensuring the full participation of all students, and I am committed to making learning as accessible as possible for all of my students. 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. We work with Services 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.

If you suspect that you may have a disability and would like to be tested, Services for Students with Disabilities can provide screenings and referrals to low-cost diagnostic services.

Here is the contact information for Services for Students with Disabilities:
G-664 Haven Hall; 734-763-3000; http://ssd.umich.edu/

Religious Observances
If a class session or due date conflicts with your religious holidays, please notify me so we can make alternative arrangements. In accordance with U-M policy on Religious/Academic conflicts, your absence will not affect your grade in the course.

**Cell Phones, Electronic Devices, and Laptops**

Please be sure to turn off your cell phone and put all electronic devices in your bags before class begins. I will ask you to refrain from using your laptop in class. Laptops tend to make us less attentive to each other and more susceptible to distraction. However, we will be working on laptops as we develop our e-portfolios. *Laptop classes* will be announced in advance.

**Grades**

This course is graded on a Credit/No Credit basis. However, basic requirements need to be met in order to earn credit. They include submitting rough and final drafts of assigned papers, completing all weekly readings, homework assignments, and in-class exercises, keeping a writing notebook, regular attendance, active class participation, completing and submitting your final E-Portfolio, and meeting all 4 individual and 3 group appointments.

Classroom participation is required and will include anything from involving yourself in discussions, raising questions, and volunteering to read as well as your involvement in-group work. Students will be coming to this course with varying levels of skills. This class intends to take into account the development of your writing skills throughout the term. Do the work, put in the time and attention, and your writing will improve.

*** If financial need makes it difficult for you to purchase necessary classroom materials such as books or a laptop, you may be eligible to apply to the Gayle Fund (established in honor of Gayle Morris Sweetland) to borrow those items from the Sweetland Center for Writing. You can talk with me about how to apply for materials for your Sweetland writing classes, or you can get an application form from the receptionist at the Sweetland office at 1310 North Quad.