Writing 100 – 001 TRANSITION TO COLLEGE WRITING
WRITE TO DISCOVER: FROM SELFIE TO PORTRAIT
Monday/Wednesday 11-noon 2275 NQ
Fall 2015

Instructor: T Hetzel
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printed material: Sweetland Center for Writing faculty mailbox in main lobby

WRITE TO DISCOVER
our class site: https://writetodiscover100.wordpress.com/

Course Description

During this course, we will use images and photography as a way to explore composition and academic argument. By actively engaging in writing as a process, you will have the opportunity to build confidence and improve your writing.

Our class will practice the essentials of college writing. We will read and deconstruct a broad variety of essays and online articles, and use them as models for our own drafts. Typical class activities include discussing writing strategies and readings, analyzing images, and generating new material with writing exercises. Be ready to ask questions and talk about ideas as we build a small writing community together in our classroom. We also will workshop drafts and explore how revision reveals more fully a writer’s ideas and intentions. Individual and group meetings with the instructor will develop your writing and shape how you define yourself as a writer as we work together toward your particular writing goals.

During the term, you will construct your own EPortfolio: a work-space for exercises and images as well as a showcase for your revised essays, photo projects and reflective writing. The goal of our class is this: by creating essays that emphasize discovery, analysis, argument, and clarity, you will become more confident in your writing ability at the university and beyond.

Texts

Readings will be available on Canvas or on our class blog
https://writetodiscover100.wordpress.com/. Print out assigned readings to read, annotate and bring to each class session unless otherwise noted. (OK to print two-sided or on scrap paper; what’s important is to print them out and write on these assigned readings so that you are interacting with the text, and reading like a writer)

Required:
- Dedicated notebook and folder for notes, readings, and in-class writing exercises
- WordPress account for the EPortfolio
• Phone camera or Digital camera (available to check out from the Media Center in the MLB)

Note: If financial need makes it difficult for you to purchase books, a laptop computer, print copies, or other classroom materials, the Gayle Fund at Sweetland Center for Writing can loan you the necessary materials. You can talk to me about how to apply, or you can pick up an application form from the receptionist at the Sweetland office at 1310 North Quad.

**Your Writing and The Essay**
Words are powerful; they are the building blocks that construct thought. The essay—in its origins—means to make an attempt. It is a written foray into a subject—to go further into the unknown and create something new. Many times by writing about something we begin to understand or unravel what we truly think about it. Then, writing becomes a vehicle to articulate this discovery and knowledge to others.

Good writing is about discovery. Good writing engages the writer in finding out what happens next. Through crafting the essay and through revision, you will find connections you had not seen at first.

In the academic realm no matter what path or discipline you choose, you will use some form of writing. You are already a writer. It will be our goal to make your writing stronger.

**Our Projects**
For this course you will draft and revise essays that include images. **Project I** is an essay that asks you to form an argument and to make a claim about the cultural phenomena of “the selfie.” In **Project II**, you will practice image analysis and narrative by using a photograph of your own that has great meaning to you. For **Project III**, you will write about an iconic portrait of your own choosing, crafting a central thesis and employing scholarly sources to support your discovery. For **Project IV**, you will have the opportunity to create a photo-essay inspired by *Humans of New York*. For these assignments specific due dates will be required for a rough draft, revisions, and for the final polished draft of each project.

**Class Mechanics In Brief**
We will use in-class exercises and class blog comments to produce new writing and to generate ideas and insights about assigned readings and potential projects or essay topics. For most class meetings there will be readings and/or blog posts due. (see course calendar for specific assignments.)

Our class blog will be a resource for assignments, announcements, and links to readings. It also will serve as a forum for on-line comments and responses. Often you will be working on your own EPortfolio as well as contributing to our class blog.

Click. Snap. Flash. We will be working with images in this class and many of these will be new photos that you are taking; it is important that you have access to a digital camera or a camera phone (with high resolution/image quality) and an easy system for transferring your photos to your EPortfolio, your projects and essays.
You will be a member of a small group for in-class work, peer review of essay drafts, works-in-progress projects, and the EPortfolios. These small groups will be assigned several times in the term; everyone will have a chance to work with different people.

**Class Workshop & Peer Review**

Our writing is the core of the class. During peer-review and class workshops, you will write brief summaries and responses to your fellow writers’ drafts. We will discuss what is expected more in depth before the first peer-reviews and workshops. We will use the workshop as a forum to consider and discuss this writing. We will read each other’s essays and learn from each essay’s strengths and weaknesses. Workshop will look at the big picture—idea progression and organizational structure—as well as the finer tuning of sentence clarity and grammar. All essay drafts will be workshopped in pairs or small groups of your colleagues. There will be opportunities for you to volunteer your essay for workshops with the whole class.

*Focus on Revision:* This course emphasizes significant revision and the use of multiple drafts in the writing process for each essay project. Remember to use the “save as” function to save first drafts and subsequent drafts. You may have five drafts for a particular essay. Keep them to illustrate your revision process. You will include an early draft when turning in final drafts, and you will choose some early drafts to post on your EPortfolio too to illustrate your work with revision.

**Format:** All print drafts must be typed, double-spaced, 12 pt font, and following MLA guidelines - and stapled.

For MLA formatting and style guide, visit Purdue’s Online Writing Lab: [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)

**EPORTFOLIO:** Your essays and projects also will have a digital life and presentation on your EPortfolio. We will spend time in class and in our meetings discussing how these pieces can work together on your EPortfolio. We will explore how to craft an online image by creating an EPortfolio on the WordPress platform. We will have EPortfolio labs during class time, optional evening open labs, and small group meetings later in the term at which we will look at each student’s EPortfolio as a “works-in-progress”— to see what each person is building and working on, to share ideas with the group, and to receive constructive feedback. At the end of the term, you will submit your EPortfolio as the final step to earn credit for this course.

**Individual & Small Group Meetings**

We will meet for individual half-hour appointments every other week for the first half of the term. For these meetings always bring your laptop and notebook, current essay draft and assigned readings that you have annotated. Bring questions. We’ll have a conversation about writing. Later on, we’ll meet in small groups to pitch project ideas, discuss current drafts, and workshop EPortfolios. These meetings are required in order to earn credit for the course.
Participation
Our class dynamic depends on thoughtful and engaged verbal participation. Active listening also is vital to good discussion. It is required that you be present and ready to engage each other about writing ideas and methods—and to ask challenging questions. An essay or other piece of writing, whether published in The New Yorker or a student draft, can be transformed by hearing what others have to say about it. Your insights can illuminate how we see the essay or idea. You will light up our minds!

Our classroom will be a respectful and engaging learning environment that values each student voice. I have a commitment to the important issues surrounding diversity, climate, equity, identity and student success for every person here.

Attendance
As a member of this class, you are entering into a community of writers and thinkers. We will cover a range of material each meeting. Class attendance is required, and you must attend regularly scheduled individual appointments. There will be no tolerance for unexcused absence. Do not be late. In case of illness or emergency, please contact me via email as soon as possible. It is your responsibility to learn about and complete any assignments.

Religious Observances: If a class session, meeting 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. This applies to sports commitments when representing the university as well.

Student Mental Health and Wellbeing University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Accommodations for Special Needs 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. If you have a Learning Difference/Disability, please see me to discuss any classroom requirements. In accordance with U-M policy, I am happy to provide accommodations for students with learning disabilities, and I will protect the confidentiality of students’ individual learning needs. Please email me by the second week of the term if you would like to show me your letter from Services for Students with Disabilities (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 free 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

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 ask that you refrain from using your laptop in class unless we are working on the EPortfolio or using the phone to take pictures for a class exercise. Laptops and other devices are distracting and take the life out of class discussion especially in a small community-based class like ours.

Plagiarism  
This course is meant to empower you as a thinker and writer. Please do not undermine this goal by using others' work as your own or without proper source acknowledgement. The university’s academic dishonesty policy includes allowing others to misuse your work. This policy also stipulates severe academic penalties. The University of Michigan defines plagiarism as “submitting a piece of work which in part or in whole is not entirely the student’s own work without attributing those same portions to their correct source.” The English Department created a formal explanation that can be found here: http://www.lsa.umich.edu/english/undergraduate/plagNote.asp

Grades  
This course is graded as credit/no credit. Each person will enter with varying levels of skill and confidence as a writer. It is the goal of the course to see the writing progress and develop—to see you grow as a writer. For this to happen and to earn credit, you will have to attend class and our individual and small group meetings, participate, and complete all assignments including turning in the EPortfolio project at the end of term.

Office Hours  I look forward to talking with you about your writing and projects during our scheduled individual meetings. Also, you are welcome to come to office hours to talk about writing, our class, and other ideas or concerns. If your schedule conflicts with my office hours (Mondays, 2:30-4:30pm), please let me know and we can arrange to meet at another time.

Write to discover. Aspire.
WRITING 100: Transition to College Writing Course Goals and Objectives

Overarching Goal: Students will become more prepared and confident academic writers as they develop an e-portfolio that fosters self-reflection and demonstrates progress in writing.

Goal: To develop an effective writing process

Objectives: Students will

- 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.

Goal: To develop arguments in writing

Objectives: Students will

- 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.

Goal: To develop critical thinking and analytical reading skills

Objectives: Students will

- 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.

Goal: To develop studenting and study skills  Objectives: Students will

- earn 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, etc.).
- Participate effectively in class discussions.

Goal: To use an electronic portfolio to develop and present themselves as writers

Objectives: Students will

- Develop a sense of audience and purpose.
- Reflect on collected pieces of writing.
- Integrate visual and textual composition.
- Reflect on connections between academic writing & co-curricular experiences.