Writing 100
Transition to College Writing
M/W 4:00 – 5:00
3347 Mason Hall

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Office Hours: T 1:00 pm – 2:00 pm; Th 7:30 – 8:30 am; or by appointment
When sending messages via email, allow for a 24-hour response time

About this Course:

Welcome to Writing 100! In this course, you will practice academic writing skills that will serve you well in college and beyond.

Successful academic writing can take any number of forms, but two features of academic papers are almost universal: argument and analysis. This class will repeatedly ask two questions: how can we analyze the world around us on a deeper level, and how can we make arguments about that world that are persuasive? Answering these questions will involve continually working on three different levels. First, we will enhance our use of the English language by studying style, grammar, and mechanics; second, we will develop our proficiency at academic argumentation by creating logical, rhetorically sophisticated essays; and third, we will further our critical thinking skills by reading and discussing articles and essays.

Work commitments for this course include daily readings, four revised essays of various lengths, reflective writing, in-class writing activities, and workshops where you will read and provide constructive feedback on rough drafts of your classmates’ papers.

In addition to these commitments, this course includes a couple of unique features designed to help you develop as an academic writer. First, you will meet with me once a week for one-on-one half-hour conference sessions, during which we will discuss what you are working on for the course and your development as a writer. The one-on-one help is incredibly valuable for writers at any stage and is a great benefit of this course.

Second, you will create an electronic portfolio (e-portfolio), which will showcase your work for the course and your evolution as a writer. I will provide you with sample portfolios that you may use as models, and we will devote some time in class to creating and revising your portfolio.

This course does not fulfill the first year writing requirement, but it is designed specifically to help you succeed in a course that does fulfill that requirement as well as in all other writing-intensive courses. This course does count as credit towards graduation.

Course Texts:

All course readings will be available through Canvas. You can access them by logging into Canvas and selecting this course name from the drop down menu. A list of course readings will
appear under the Reading Module section. Select the one you are looking for by clicking on it. You are expected to bring your laptop to class every day so you have access to the day’s readings during class discussion. I will also sometimes ask you to print out and mark up the readings prior to class.

Course Requirements:

This course is credit/no credit. Because you will not earn a grade, it is an ideal place to practice writing skills with less stress. As you know, practice of any kind—whether it is to learn a sport, musical instrument, foreign language, body of knowledge, or academic skill like writing—requires 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, dedication, and attention and must therefore meet the following requirements:

- **Come to class and conference sessions regularly.** If unavoidable commitments or real emergencies interfere with your ability to attend a class or conference session, please consult with me immediately. You will be responsible for catching up on what you miss due to any absence. **Students who miss more than two class sessions or more than one 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 a 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 major assignments.** You will be expected to complete at least one major revision of each of your major assignments. You cannot receive credit for this course by only writing one draft of major assignments, or by only doing minor revisions. You will receive a lot of suggestions for revision—from me and from your peers—that will help you.

- **Participate actively in class.** To do well in this course, prepare for class and be attentive and engaged in whatever we are doing every day. Active participation 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.

- **Participate actively in conference sessions.** To participate actively in conference sessions, you should (1) look at the course schedule to see what you should prepare for that session, (2) come with a paper copy of the assignment you are working on, (3) have prepared questions to ask or issues to discuss, and (4) be ready to discuss; don’t expect to passively collect advice.

- **Read your classmates’ work with care and provide constructive feedback.** To help 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 carefully and on time.** I will expect all students to come to class prepared to talk about the reading assigned for the day. It is all right to come to class confused by a reading but with questions about what you read; this shows me that you are engaging with the text, even if you struggled to make sense of it.

➢ **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.

### Writing Assignments

For this course you will complete several different kinds of writing assignments. We will discuss them in more detail when they are assigned. To give you an idea of what is to come, here is a brief description of the kinds of writing we will do for this course:

➢ **Papers.** You will complete four (4) papers that will vary in length from four to six pages. These assignments will ask you to perform the kinds of writing tasks that you will often be asked to do during your college career. We will develop the writing and analytical skills that these papers require through readings and shorter assignments in class.

➢ **Reflective Writing.** You will five (5) assignments that are reflective writing—that is, writing in which you think about your writing practices and development as a writer. This writing is important and I expect you to take it seriously; all good writing involves reflection, and this work will get you in the habit of thinking about yourself as a writer—what your strengths are, and how you can improve.

➢ **Mini-Essay.** You will write one short mini-essay about “On Becoming a Michigan Wolverine.” This is a warm-up to the personal narrative writing.

➢ **Electronic Portfolio.** All of the writing described above will have a place in your electronic portfolio, which is a public document that will demonstrate your abilities as a writer. Though the portfolio is itself made up of all the writing you do all semester, it will take a bit of work to make it all make sense together, and we will spend time talking about how to compile and refine your electronic portfolio so that it is an attractive and useful text in its own right.

### Other Course Policies

**Turning in Papers:** You will receive assignment sheets for each paper as due dates approach. Due dates are listed on the course schedule. *It is your responsibility to make sure your paper makes it to me on time.*

**Students with Disabilities:** The Services for Students with Disabilities is available to assist students who need accommodations due to a disability. For information on their services, see [http://www.umich.edu/~sswd/](http://www.umich.edu/~sswd/). If you would like to request accommodations for this course, please make an appointment to see me.
Students Needing Supplies/Equipment: 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 (17:00) 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.

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 will not receive credit for the course and will be placed on academic probation. If a student already on academic probation is caught plagiarizing, he or she is usually suspended from the university. Please do your own work for this course. For more on this policy, see: http://www.lsa.umich.edu/english/undergraduate/advising/plagNote.asp

Disruptions in Class: Please turn off and put away all laptops (unless we are using them for class), cell phones, and other electronic devices before class starts. I will not tolerate side conversations while 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 coats until class is dismissed.

I reserve the right to amend the policies in this syllabus if changes become necessary.
Writing 100 Course Schedule – by week

Week 1  Welcome!
W 09-Sept  Introductions and course overview

Week 2  Adventures in Writing
M 14-Sept  In-Class: Writing Workshop on Directed Self-Placement Essay
            Introduction to “How I Write” assignment
            READ: “Workshop Is Not for You” by Jeremiah Chamberlin; UC Handout
            DUE: Your DSP essay (instructor will bring two hard copies to class)
W 16-Sept  In-Class: Writing Styles discussion + work on “How I Write” assignment
            READ: “What is Academic Writing” by Irvin, pp 3-5, 7, 13-14;
            Introduction to “A Fish Caught in Time” by Samantha Weinberg
F 18-Sept  DUE: Mini-Reflection Writing Assignment (“How I Write” – 300-400 words)

Week 3  Writing Genres & the Personal Narrative
M 21-Sept  In-class: What is a Personal Narrative? Why do we write Personal Narratives?
            Active writing for “On Becoming a Michigan Wolverine”
            READ: “Pacific Lady” by Sharon Adams, excerpt
W 23-Sept  In-Class: Pre-writing for personal narrative
            READ: “Pacific Lady” by Sharon Sites Adams, excerpt II
            DUE: Draft of Mini-Writing Assignment (“On Becoming a Michigan Wolverine”
            –300-400 words, bring 2 hard copies to class)
F 25-Sept  DUE: by 10 pm, (“On Becoming a Michigan Wolverine”), uploaded to Canvas
            Group workshops – sign up for 60-min session per group (three groups of c. six)

Week 4  Personal Narratives
28-Sept  In-class: Writing Workshop for Personal Narrative
            DUE: Personal Narrative - rough draft (bring three hard copies to class)
30-Sept  In-Class: Developing strong writing skills – thesis statements
            READ: Strong Thesis Statements - handout
02-Oct  DUE: by 10 pm, Personal Narrative – Final version, upload to Canvas
            One-on-one 30-min workshops – attend your scheduled session

Week 5  E-Portfolios & Descriptive Prose
05-Oct  In-Class: Create eportfolio site, upload content; Active writing for Reflection #1
            READ: How to Create Great Web Content - Handout
07-Oct  In-Class: Writing Workshop - Reflection #1
            Introduction to the Descriptive Essay
            READ: “The Sea Around Us” by Rachel Carson, excerpt
            DUE: Draft of Reflection #1 (bring one hard copy to class)
            One-on-one 30-min workshops – attend your scheduled session
Week 6  
**Adventures in Descriptive Essays**
12-Oct  In-Class: Pre-writing for Descriptive Essay  
DUE: Reflection #1 – The Personal Narrative, upload to Canvas

14-Oct  In-Class: E-Portfolio Updates & Pre-writing for Descriptive Essay  
READ: “The Sea Around Us” by Rachel Carson, excerpt II  
*One-on-one 30-min workshops – attend your scheduled session*

Week 7  
**Adventures in Descriptive Essays**
OFF  *Fall Study Break*

21-Oct  In-Class: Writing Workshop for Descriptive Essay  
READ: “The Extreme Life of the Sea” by Palumbi and Palumbi  
DUE: Descriptive Essay—rough draft (bring three hard copies to class)  
*One-on-one 30-min workshops – attend your scheduled session*

Week 8  
**Analytical Summary**
26-Oct  In-class: Writing Conclusions and Active Writing for Reflection #2  
READ: Writing Conclusions - Handout

28-Oct  In-Class: Writing Workshop for Reflection #2 - the Descriptive Essay  
READ: “The Ocean of Life” by Roberts, excerpt on ocean currents  
DUE: Draft of Reflection #2 (bring one hard copy to class)

30-Oct  DUE: Final Descriptive Essay—upload to Canvas and your e-portfolio by 10 pm  
*One-on-one 30-min workshops – attend your scheduled session*

Week 9  
**Analytical Summary**
02-Nov  In-Class: Pre-writing for Analytical Summary; Developing strong writing skills – paragraphs  
READ: Piracy on the High Seas - NYTimes Article Series  
“Plastic Ocean” by Moore, excerpts  
DUE: Reflection #2 on Descriptive Analysis, uploaded to eportfolio

04-Nov  In-Class: Writing Workshop for Analytical Summary  
READ: Ocean Plastics article, National Geographic  
DUE: Analytical Summary—rough draft (bring three hard copies to class)  
*One-on-one 30-min workshops – attend your scheduled session*
**Week 10**  
**Analytical Summary**  
09-Nov  
SICK DAY  

11-Nov  
In-Class: Writing Workshop for Analytical Summary  
*time permitting*: Active Writing - Reflection #3  
DUE: Analytical Summary - rough draft (bring two copies to class)  
READ: Sharks - excerpts  

15-Nov  
DUE: Analytical Summary—final version (upload to your portfolio), by 10 pm  

*One-on-one 30-min workshops – attend your scheduled session*  

**Week 11**  
**Rhetorical Devices and Arguments in Writing**  
16-Nov  
In-Class: Introduction to persuasive essays (i.e., how to make an argument)  
& Peer Review on Reflection #3  
DUE: Draft of Reflection #3  
READ: Sharks - excerpts  

18-Nov  
In-Class: Active writing for position paper, work on e-portfolio  
READ: Fishing - excerpts  

20-Nov  
DUE: by 10 pm, Reflection #3 on Analytical Summary  
(uploaded to portfolio and Canvas)  

*One-on-one 30-min workshops – attend your scheduled session*  

**Week 12**  
**Position Papers**  
23-Nov  
In-Class: Active writing for position paper, work on e-portfolio  
DUE: Position Paper—rough draft (bring two hard copies to class)  

25-Nov  
Flipped Classroom – watch relevant video, & comment on eportfolios  

*One-on-one 30-min workshops – attend your scheduled session*  

**Week 13**  
30-Nov  
In-Class: Writing workshops for Position Paper, work on eportfolios  
DUE: Position Paper—rough draft (bring two hard copies to class)  

02-Dec  
In-Class: Writing workshop for Position Paper;  
and Active Writing for Reflection #4 – Position Paper  

06-Dec  
DUE: by 10 pm, Position paper – final version (upload to your portfolio)
Week 14
07-Dec  In-Class: Writing Workshop for Reflection #4 & e-portfolio presentations
09-Dec  In-Class: e-portfolio presentations
11-Dec  DUE: by 10 pm, Reflection #4 – final version (upload to your portfolio)

Week 15  Summary and Wrap up
14-Dec  In-Class: e-portfolio presentations; Summarize, Wrap-up