Instructor: Simone Sessolo, Ph.D.  
Email: sessolo@umich.edu  
Office: North Quad 1320  
Office Hours: T 3:00 pm, W 11:30 am, and by appointment.  
Office Phone: 734-647-4526  
Class Meeting Time: T-TH, 2:00 – 3:00 pm  
Class Meeting Place: 1155 NQ  
My E-portfolio: http://simonesessolowriting100.wordpress.com/  

Introduction to the Course: Welcome to Writing 100: Transition to College Writing – The Multimodality of Writing/Designing, a course that will provide you with the opportunity to develop critical thinking and academic writing skills (with particular attention to multimodal writing) that will serve you well in college and beyond. Here you will have the opportunity for intensive, personalized writing instruction and support, including bi-weekly conference sessions during which we will discuss what you are working on for the course and your development as a writer. Additionally, you will explore at least four university resources of your own choosing and reflect on them in writing. We can discuss which resources might best suit your needs and interests, and hopefully you will find some that you continue to use during your time at U of M. The class will allow you to become familiar with key features of writing, including analysis; revision for focus and clarity; development and generation of ideas; and composition in several genres, modes, and media. Together, in this class, we will study and practice a variety of writing strategies and techniques, workshop your multimodal projects, and engage in peer-review. Over the course of the semester, you will develop your college writing skills by completing five essays and several informal writing assignments, and you will collect these writing tasks on an electronic portfolio that will showcase your work for the course and your evolution as a writer.

Specifically, WRITING 100 offers you the opportunity to learn and practice a variety of strategies in multimodal composition and argumentation. You will develop skills to

- Read critically
- Conduct library and web-based research and document sources
- Produce a clean, efficient style
- Proofread your own and others’ prose
- Compose multimodal projects
- Identify, evaluate, construct, and organize effective arguments
- Advocate a position responsibly

Required Textbooks and Materials: Handouts for the course will be available on Canvas. However, you will need to buy a copy of the following texts (e-versions are perfectly acceptable):


Please bring your laptop or tablet to class.
The Gayle Morris Sweetland Fund
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 at the Sweetland front-desk, 1310 North Quad.

ASSIGNMENTS:

Essays (5):

Part 1 of the course: Mapping yourselves and issues
Essay #1: Interview (min. 500 words) and personal reflection (min. 250 words)
Essay #2: Mapping essay (1000-1250 words)

Part 2 of the course: Analyzing a position
Essay #3: Rhetorical analysis (1000-1250 words)

Part 3 of the course: Advocating a position
Essay #4: Position essay (1250-1500 words)
Essay #5: Interpretation and evaluation of your development as a writer (min. 500 words)

All essays can be multimodal, i.e. you’re encouraged to use modes and platforms that go beyond words on a page. You can create videos, audio-files, picture galleries, and anything that stirs your creative process. Of course, you can also decide to write a traditional academic essay.

Shorter Writing Assignments:

Research Summaries (4): summaries of sources you find about your issue (max 250 words each).

Reflections (4): observations that have some relationship to your experience with university resources (max 100 words each).

“About” page: a brief introduction to yourself and your e-portfolio (max 250 words).

E-Portfolio: A key goal to WRITING 100 is to create an online portfolio that documents and discusses your identity and progress as a writer. In class, we will discuss platforms that you can use to create your e-portfolio, which will include final, revised versions of the five essays you write this term, four research summaries, an “About” page, and 4 short reflections. In order to get credit for this course, you must submit a complete e-portfolio by the given deadline.
Schedule:
*This schedule is not set in stone.* It may be necessary for me to make some changes as we go. I will alert you of all the 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 materials and your laptop/tablet to class with you!*

**EW:** Easy Writer  
**WD:** Writer/Designer

**PART 1: Mapping Yourselves and Issues**

**Weeks 1 and 2**  
[No individual conference sessions these weeks]

**T Sept. 8**  
Introductions—to the course and each other; discuss conferences; sign up for conferences.

**TH Sept. 10**  
Introduction to Research I (picking an issue)  
Readings: WD 1-19

**T Sept. 15**  
Setting up e-portfolios  
In class: Bring your laptop or tablet. Set up your Wordpress site according to the directions I give you. Have an electronic file (saved to your email, Dropbox, or thumb drive) of a picture of yourself.  
Readings: WD 93-105

**TH Sept. 17**  
Introduction to Research II (finding sources; avoiding plagiarism)  
Readings: EW 198-203  
Assignments: Essay #1 (Interview and critical reflection)

**Week 3 and 4**  
[Individual conferences start this week]

**T Sept. 22**  
Workshop on Research Summaries  
Readings: EW 178-98

**TH Sept. 24**  
Peer review of Research Summary #1  
Readings: WD 57-76  
Assignments: RS #1

**T Sept. 29**  
Peer review of Research Summaries #2 and #3. Overview of sources collected in RS #1, #2, and #3  
Assignments: RSs #2 and #3
TH Oct. 1
Aspects of Stasis Theory
In class: Workshop on Essay #2

Week 5 and 6

T Oct. 6
The logistics of an academic paper
Readings: skim through EW 208-54

TH Oct. 8
Peer review of Essay #2
Assignments: Draft of Essay #2

By the end of Saturday, October 10: Final Draft of your Essay #2 uploaded on your e-portfolio

PART 2: Analyzing a Position

T Oct. 13
Introduction to Rhetorical Analysis
In class: Analyze the prompt for Essay #3 and do two things: 1. Consulting the handout “How to understand an Assignment Sheet” identify what skills the prompt asks you to use and why you think so; 2. Write and be prepared to share in class two practice thesis statements.

TH Oct. 15
Peer review of Research Summary #4
Assignments: RS #4

Week 7 and 8

T Oct. 20
No class—Fall Break! (Go have some fun 😊)

TH Oct. 22
Introduction to the Rhetorical Appeals
Readings: WD 20-39
Assignment: By now your should have written TWO reflections about campus resources.

T Oct. 27
Ethos I

TH Oct. 29
Ethos II
In class: Exercises on Ethos

Weeks 9 and 10

T Nov. 3
Logos I
TH Nov. 5
Logos II
In class: exercises on Logos

T Nov. 10
Pathos
In class: Exercises on Pathos

TH Nov. 12
Peer review of Essay #3
Assignments: Draft of Essay #3

By the end of Saturday, November 14: Final draft of your Essay #3 uploaded on your e-portfolio

PART 3: Advocating a Position

Weeks 11 and 12

T Nov. 17
Providing Evidence
In class: Workshop on Essay #4
Assignments: Analyze the prompt for Essay #4 and do two things: 1. Consulting the handout “How to Understand an Assignment Sheet” identify what skills the prompt asks you to use and why you think so; 2. Write and be prepared to share in class two practice thesis statements.

TH Nov. 19
Refutation, concession, and rebuttal
Assignments: By now your should have completed your FOUR reflections.

T Nov. 24
In class: Introduction to Essay #5
Readings: WD 40-36

TH Nov. 26
Thanksgiving—No Class! (Enjoy some time with your family 😊)

Weeks 13 and 14

T Dec. 1
Peer review of Essay #4
Readings: WD 106-118; 132-35
Assignments: Draft of Essay #4

TH Dec. 3
Class Conference

T Dec. 8
Class Conference
By the end of Saturday, December 12: final versions of Essays #4 and #5 uploaded on your e-portfolio. By this date, your e-portfolio must be complete.

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Course Requirements: This course is credit/no credit. To receive credit for this course, you must meet all of these requirements:

• **Come to class and individual conference sessions regularly.** You are required to attend every class and conference session. If unavoidable commitments or 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. If by the end of the term you have more than THREE unexcused absences, you will not receive credit for this course. If by the end of the term you have less than FIVE conferences with me, you will not receive credit for this course. You are responsible for catching up on what you may miss due to any absence. If you are absent from class, you are still required to be prepared for the next class.

• **Get to class and individual conference sessions on time.** Every two times you are 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 class or conference session on time, please consult with me. Individual conferences do not follow Michigan time.

• **Do all of the course readings on time.** I encourage you to read with a pencil in hand and take notes as you read. Readings are to be read before the date on which I list them on the syllabus. The date a given reading is listed is the date on which we will discuss that reading.

• **Come to class prepared.** You must come to class prepared with the necessary readings and handouts for that day, and completed homework. I expect you to contribute thoughtfully and thoroughly to conversations about reading and writing and to writing workshops. Active, engaged learning is more useful—and more fun!—than passive learning.

• **Complete all assignments with care and on time.** To receive credit for this course, you must complete all assignments 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.

• **Read your fellow students’ work with care, and provide constructive feedback.** To help you revise your essays, 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 review,” and we will do a lot of it. Peer reviews provide you with useful feedback on your work, and they help you practice reading with a critical eye.

• **Explore and reflect on your experiences with at least four university resources.** To fulfill this component, you will use and write about your experience with university resources of your own choosing (and my approval). You cannot leave these all until the end of the term, so be sure to space your visits to these resources over the course of the semester. Your interaction with these resources must be meaningful, and your reflections on them thoughtful and sincere.

• **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. You will have plenty of help along the way.
Course Policies:

- **Assignment Formatting Guidelines:** We will follow MLA style for all citations.
- **Assignment Submission Guidelines:** All assignments will be uploaded electronically on your e-portfolio.
- **Disruption in class:** You will use a laptop or a tablet in class, but please do not engage in activities that are not relevant to the class. Turn off your cell phones. If for some reason you need to keep your cell phone on, please notify me before class. Although I encourage lively discussions in class between you and your classmates, I do not tolerate side conversations that do not pertain to class topics. Be on time for class, participate, and kindly refrain from packing up your books and putting on your coat until class is dismissed.

- **Plagiarism:** The LSA Student Bulletin defines plagiarism as “representing someone else's ideas, words, statements or other works as one’s own without proper acknowledgment or citation” (see [http://www.lsa.umich.edu/bulletin/chapter4/conduct](http://www.lsa.umich.edu/bulletin/chapter4/conduct)). If I find evidence of intentional plagiarism in any formal or informal assignment, you will not receive credit for the course and I will report the incident to the dean for Academic Affairs. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. We will discuss proper use and attribution of sources in class, but in general you are on the safe side if you always cite the sources you have consulted as well as those you directly borrow from. Most importantly, *if you are having any difficulty or doubt, contact me right away; I’m here to help you navigate these complicated policies.* That’s what my email address and office hours are for.

- **Students with special needs:** So I can best help you learn in this course, please arrange a meeting with me to request accommodations for your needs. I also encourage you to contact the Services for Students with Disabilities ([http://www.umich.edu/~sswd](http://www.umich.edu/~sswd), Room G-664 Haven Hall, sswooffice@umich.edu, 734-763-3000).

- **Religious Observance:** 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 assignments ahead of your scheduled absence.