College Writing for Multilingual Students
Writing 120, section 003: M/W 10-11:30am, 1303 Mason Hall
Fall 2015

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Office Hours: Monday 12:30-2:30pm and by appointment

Course Description:
This course is for students who feel most comfortable with academic writing in a language other than English. The components of this course are designed to help students develop written fluency and improve command over rhetorical and linguistic conventions of English that are common in a variety of academic disciplines. While this course focuses primarily on the continued development of academic reading and writing skills, opportunities will be provided for students to continue developing their speaking and listening skills as well.

Students in this course will:
• Develop critical reading strategies and draw upon models of successful writing that will inform their own writing;
• Revise their papers both individually and collaboratively for content, organization, and argumentation;
• Learn to edit their papers for language clarity and appropriate format;
• Develop insights into their strengths and weaknesses as writers through reflective writing and a final class presentation; and
• Define goals for themselves as writers that may inform their literacy practices beyond the course and afford them the confidence to meet writing challenges at the college level.

Course Requirements:
• Three formal papers plus one final project and oral presentation, totaling the equivalent of 25 pages of polished prose
• Revision of all major writing projects and participation in peer review and writing workshops
• Three required one-to-one meetings with instructor
• Regular class attendance and engagement
• Completion of all reading assignments, and additional low-stakes writing assignments

Course Textbook and Readings:

Additional readings will be available electronically via CTools or as handouts distributed in class. To access course readings on CTools, click on "Resources" in the list on the left
of our class page. Click on the reading you are looking for. Always print copies of these readings and bring them to class on the days we are scheduled to discuss them.

Grading:
Grading rubrics for each assignment will be distributed in class and posted on CTools as we begin each new essay.

- Final Draft of Essay #1 (5-6 pp.): 15%
- Final Draft of Essay #2 (6-8 pp.): 20%
- Final Draft of Essay #3 (7-9 pp.): 20%
- Final Project and Oral Presentation: 20%
- Workshop Responses: 10%
- Short Assignments: 10%
- Class Participation: 5%

Workshop:
We will spend four sessions together discussing each other’s writing-in-progress (i.e. rough drafts) in order to offer support and advice on improving our expression. For each workshop session we will divide into groups of three students each, and when rough drafts are due for each essay you will bring three copies to class. You will give one copy to me, and one copy to each member of your workshop group (make sure you keep a copy for yourself as well). During the following class session you will assemble in your groups and discuss your colleagues’ essays: what each one’s strengths are and how each could be improved in revision. For each of these sessions you will have prepared a 1-2 page response, typewritten in letter form, for each member of your group, in which you point out the strengths and opportunities for improvement you see in each paper. Bring two copies of each response, one for me and one for the student whose paper it pertains to. Guided by the feedback provided in your colleagues’ written responses and in the workshop discussion of your paper, you will revise your rough draft into a sharper, clearer, more polished and more intellectually sound final draft which will be due a few classes later. See the attached class schedule for a specific timeline for when drafts are due and when workshops will be held.

Conferences:
In order to help you develop as a writer, each of you is required to meet with me at least three times during the semester so that we can work one-on-one together. We will speak early in the semester about scheduling these conferences.

An effective conference is a conversation in which you participate actively. You should come to conferences with a draft of the paper you are working on, have prepared questions or topics to ask about, and be ready to discuss your writing and answer questions. Conference sessions will not consist of me "telling you what to do." Instead, expect to engage in genuine, two-sided conversations about your writing-in-progress.
Participation, Attendance, and Professionalism:
We plan to accomplish a lot of learning during class time, and we will depend on each other to make that learning as productive as possible. Accordingly, you are expected to meet certain standards of dependability:

- **Regular attendance.** You may miss up to two classes without penalty. Thereafter, each additional absence may lower your final grade up to one third of a letter grade (e.g., an A- would become a B+). Missing more than five classes will likely result in failure of the course, regardless of work completed. (Exceptions: In accordance with University policy, students who miss class to (a) observe a religious holiday; (b) represent the University in an official capacity, including athletics, or (c) show documentation of catastrophic medical or other circumstances preventing their attendance—will not be penalized. In the case of (a) or (b), it is your responsibility to notify me early of all expected absences, and in all cases you must arrange with me to make up missed assignments and class time.)

- **Punctuality.** Tardiness disrupts both your learning and the functioning of the class, so each day you are late to class will count as one third of an absence.

- **Active participation in all class activities.** You are expected to come to class fully prepared to discuss the assigned texts and to offer your reactions, questions, and interpretations.

- **Timely completion of assignments.** Late papers will be penalized up to a third of a grade for each day that the paper (rough OR final draft) is late. If you have to miss class on a due date, arrange with me to submit your paper in advance.

- **Proper formatting.** Work submitted for this class should follow the guidelines in “How to Format an Academic Essay,” located at the end of this syllabus.

- **Use of technology.** Personal electronic devices—cell phones, tablets, iPods, and laptops—should be turned off as you enter the classroom. All reading assignments provided electronically through CTools should be printed out and brought to class (having been read carefully and annotated thoughtfully) on the day they are to be discussed.

Chat Cafe:
The Sweetland Center for Writing offers a casual conversation group program for international students called Chat Cafe. Each group includes up to 6 undergraduate multilingual students and an experienced upper-level student facilitator. Groups meet weekly beginning in the third week of the semester. Signup for Fall 2015 opens Monday, September 14 at the Chat Cafe page on Sweetland’s website. Groups will begin to meet during the week of September 21.

Chat Cafe groups offer a chance to practice conversational English in a relaxed environment, and to build confidence in spoken English communication for both academic and non-academic contexts. They offer a valuable supplement to the intensive writing focus of this course. Accordingly, students who regularly attend a Chat Cafe group will receive credit toward their final project, as follows: Chat Cafe participants will be excused from the requirement to do a formal oral presentation in class. (All students will still be required to complete a written final project; students who do NOT participate regularly in Chat Cafe will be required to do both a written project AND an oral presentation.)
Plagiarism:
The College of LSA's “Academic Integrity” website defines plagiarism as follows:

*Plagiarism is representing someone else’s ideas, words, statements, or other work as one’s own without proper acknowledgment or citation. Examples of plagiarism include:*

- Copying word for word or lifting phrases or a special term from a source or reference, whether oral, printed, or on the internet, without proper attribution.
- Paraphrasing, that is, using another person’s written words or ideas, albeit in one’s own words, as if they were one’s own thought.
- Borrowing facts, statistics, graphs, or other illustrative material without proper reference, unless the information is common knowledge, in common public use.

This course is designed to elicit your own investigation and expression. Any act of plagiarism or academic dishonesty subverts this aim and breaches the trust of the entire academic community. Accordingly, if you plagiarize, you will fail the assignment, you may automatically fail the course, and your case will be reported to the College of LSA for further discipline. If you ever have the slightest question about whether you should cite a source – in this class or any other context – please play it safe and cite the source.

You can review the full LSA guidelines on Academic Integrity at http://www.lsa.umich.edu/academicintegrity/index.html.

In particular, I draw your attention to the following detailed letter from the English department which offers a thorough description of plagiarism and its consequences: http://www.lsa.umich.edu/english/undergraduate/advising/plagNote.asp.

Accommodations for Special Needs:
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.

- If you have a disability and need an accommodation to participate in this class or to complete course requirements, please ask Services for Students with Disabilities (SSD) to provide documentation of the accommodations that you need. Then, please share this documentation with me as soon as possible, preferably within the first few weeks of class. I will treat as private and confidential any information that you share.
- 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:
  location: G-664 Haven Hall
  phone: 734-763-3000
  website: http://ssd.umich.edu/
Mental Health Resources:
As a student, you may experience challenges that negatively affect your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty with eating or sleeping, grief/loss, and alcohol or drug problems. The University of Michigan offers several confidential services that you might find helpful for addressing such challenges, including:

- Counseling and Psychological Services (CAPS): 734-764-8312
- Sexual Assault Prevention and Awareness Center (SAPAC) 24-Hour Crisis Line: 734-936-3333
- Psychiatric Emergency Services: 734-996-4747.

If you have a diagnosed mental health condition, you may also be able to register with Services for Students with Disabilities: see http://ssd.umich.edu/mental-health-conditions.

Sweetland Center for Writing:
Few universities have a resource like the Sweetland Center, located at 1310 North Quad, which is dedicated exclusively to helping students improve their writing. I recommend you take full advantage of their services, for this class as well as your others. They offer one-to-one tutoring in the Writing Workshop, one-to-one peer tutoring at various locations around campus, and online writing consultation through OWL. In addition, they offer casual conversation groups for international students to improve their spoken English. For more information on Sweetland's services for multilingual writers, visit their website:
http://www.lsa.umich.edu/sweetland/undergraduate/internationalstudentsupport
How to Format an Academic Essay

Formatting a paper correctly shows that you care about your work. Be sure to 
always proofread for typos, grammatical errors, and spelling mistakes.

Your name, email, the class, instructor’s name, the date, and the assignment you
are completing should be right justified at the top of the page and SINGLE-SPACED.
The title should be centered below that, no bigger than your text font size. Leave a space
and begin double-spaced paragraphs. Do NOT use extra spaces between paragraphs—
those indicate section breaks. Also, don’t use right-justification because it’s hard to read.

New paragraphs should be indented no more than half an inch (a typical stroke of
the “tab” key should take care of this). One-inch margins on the top, bottom, and sides of
the page are standard. Many students have been tempted to enlarge the margins to stretch
out a paper that is too short. However, this is very noticeable, so don’t try it. Choose a
readable, attractive font (like Times New Roman) that is 12-point in size. Avoid
monospace fonts like Courier or sans serif fonts like Arial. These fonts announce to
your instructor that you didn’t write as much as you were asked to.

Make sure that your pages are numbered and are printed clearly in black ink.
Staple the pages together. Paper clips fall off or snag the work of other students, irritating
instructors. Do you really want to irritate the person who’s grading your work? No. And
don’t ever do that corner-folding trick unless you’re in an origami class.

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