College Writing I ENGL.1010S.206 (8953) (3 credits) Fall, 2016
Tuesday/Thursdays 3:30-4:45 PM
Thursdays 5:00-6:15 PM
Location: Pasteur 412

Instructor: Timothy Rogers
Office Telephone: (978) 934-4182 (only as a last resort)
Office: O’Leary 5th floor, 500J/K
E-mail: timothy_rogers@uml.edu (primary communication)
Office Hours: Monday/Wednesday, 2:00 – 3:00 PM, and by appointment

Catalog description of the course: A workshop course that thoroughly explores the writing process from prewriting to revision with an emphasis on critical thinking, sound essay structure, mechanics, and academic integrity. Students will read, conduct rhetorical analyses, and practice the skills required for participation in academic discourse. Students will write expository essays throughout the semester, producing a minimum of four formal essays.

NB: Please read this entire syllabus carefully; consider it both a contract and a tool. You need to check it regularly to see where we are on the course, and it should be your first recourse when you have a question outside of class time. By remaining on this course, you signify that you understand and agree to the terms and conditions in this document.

Course purpose: In College Writing I, we study and practice academic writing. Students will extend and develop their rhetorical knowledge, and apply that knowledge through regular informal and formal writing. By generating writing that aims to respond, explain, analyze, critique, interpret, and synthesize, students will learn to engage audiences for a variety of purposes in a range of contexts. In this student-centered course, writers will hone their craft. Approaching writing as a process of pre-writing, drafting, revising, editing, and proofreading, students will enhance the clarity and expression of their ideas. Students will exit with an awareness of their strengths and weaknesses as writers; successful completion of this course will prepare students for the research writing they will begin to practice in CWII.

All students completing College Writing I will produce four formal 4-6-page essays during the course of the semester, working toward the following learning outcomes:

- Use accurate vocabulary to discuss rhetorical strategies, the writing process, and the features of an academic essay
- Compose purposeful, well-organized essays that pursue complex theses in sophisticated ways.
- Choose rhetorical strategies appropriate to purpose and audience.
- Use the writing process, including feedback from others, to build essays with substantial content.
- Demonstrate control in diction, grammar, mechanics, and style.
- Practice academic integrity.

Required texts:


Less expensive editions may be available for purchase and rent via the bookstore: http://www.uml.edu/bookstore.
Other readings will be distributed in class or online.

You need to set aside enough money to make photocopies of your essays for peer feedback. This means you MUST have the facility to make copies of your work for everyone on this course when our peer reviewing sessions begin. Please see “Schedule of Classes” for specific dates. If you fail to provide copies for peer reviewing, you will be marked absent for that class session. I do not make copies.

Other required course materials:

- A flash drive (or other electronic storage) for keeping all drafts and revisions of your work.
- A notebook for in-class writing and exercises
- Access to a stapler and printer
- A good college level dictionary
- (Account for Turnitin.com – Enroll yourself using the following details: Class ID 13291160, Enrollment Password rogers)

NB: Obtaining all required materials supports your success on this course and reduces the risk of failing.

Credit hour statement: This is a three-credit course, as defined by federal regulation. You should expect to complete 6 hours of out of class work each week for approximately 15 weeks, for a total of 90 hours outside of class work.

Paper format: For each major assignment, you will be given detailed directions. Papers must be formatted according to the manuscript conventions of the documentation style you are using. See A Writer's Reference for details and examples. You must submit essays according to one of the following styles, depending on your major, which we’ll discuss in class:

- Modern Language Association (MLA): [https://owl.english.purdue.edu/owl/section/2/11/](https://owl.english.purdue.edu/owl/section/2/11/)
- American Psychological Association (APA): [https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)
- Chicago: [https://owl.english.purdue.edu/owl/section/2/12/](https://owl.english.purdue.edu/owl/section/2/12/)

Attendance policy: Considering the emphasis on class discussion and group work, absences and even tardiness will negatively impact not only your academic progress, but that of the entire class. There are no “excused” absences for this course. You are allowed THREE absences that will not affect your “Attendance and Participation” average in any way; however, FOUR absences will result in a “0” for your Attendance and Participation average for the semester. A fifth absence will result in a “Fail” FOR THIS COURSE, irrespective of how you otherwise perform. If you have used up your three absences or if you have missed substantial amounts of work, you should seriously consider a withdrawal. It is up to you to be aware of the deadline for withdrawal, Tuesday, November 15th, based on the University Calendar, at [https://www.uml.edu/Registrar/Calendars/](https://www.uml.edu/Registrar/Calendars/). I have also referred to some dates pertinent to this course from there, but you may want to look at the entire calendar for your own information.
A note for student athletes: Except for absences resulting from travel to, or participation in regularly-scheduled intercollegiate athletic contests about which the instructor has been properly notified, UML student-athletes shall have the responsibility of attending class, sitting for exams, and meeting assignment due dates on the same schedule as other students enrolled in the same course, and may be penalized for absences other than those resulting from such travel or participation.

Thus, apart from the exception for student athletes mentioned above, no other form of extracurricular activities or work should be a reason for absences, as they can be scheduled in advance. It is up to you to inform your employer or organization that you are taking a course with a very strict attendance policy, so that schedule conflicts do not become an issue. If you believe that any aspect of your life will prevent you from faithfully attending this course (and this includes being prepared and on time for every class), then you should consider dropping this course after securing a place on an alternate course that will likely accommodate your priorities.

UML closure: In the event of inclement weather or any other potential disruption to our schedule, you should consult with UMass Lowell’s Emergency Hotline to confirm whether or not there are classes, especially if travel conditions are hazardous, as stated in Appendix A of the UMass Lowell Events Policy:

The safety of faculty, staff, students and visitors to the university are a primary concern. For that reason, the decision is sometimes made to close the campus and cancel classes, particularly during the winter when inclement weather can cause hazardous conditions or create a power outage.

The Vice Provost, in consultation with Facilities personnel, makes the decision whether to close the campus during emergency conditions, usually by 6 AM. Closings or delays are posted on the university’s webpage banner at www.uml.edu, on Boston television stations, WUML (91.5 FM) and WCAP (980 AM) radio, as well as the university hotline at 978-934-2121. Employees and students also are encouraged to sign up for the emergency notification system for e-mail, text and voice mail alerts at www.uml.edu/notify. If inclement weather is occurring or has been predicted, all members of the university community are advised to check one of these outlets before leaving homes or residence halls for campus. ("Reservation Policy: Appendix A: Cancellation Policy")
Starfish retention program: College Writing I is one of the courses that participates in the Starfish retention program at UMass Lowell. Please be on the lookout for e-mail messages about your attendance, your work, or your participation in this course, and be sure to come speak with me if you are unsure why you have received a message.

Participation: Apart from the three absences or university closure, you are graded for your participation when you do attend class. In other words, you are expected to perform productively whenever you are present, regardless of what we are doing, or where the class takes place, by bringing required text (s) and/or materials, and by participating effectively.

Classroom conduct and behavior policy: Related to “Attendance and Participation” is the concept of conduct, meaning mature and professional behavior appropriate to the learning process. Any deviations from the Dean of Students’ policy will be given a verbal and/or written warning. Any ensuing breach of this policy may result in your expulsion from the class, with a possible referral to the Dean of Students for disciplinary action. You further risk receiving a “Fail”

Conferences: I do not require conferences yet, as many student inquiries are handled by e-mail. If you prefer to have a real-time discussion about course-related matters, you may schedule an appointment during my office hours or at a time mutually convenient.

Academic integrity policy: Carefully review the university policies concerning academic honesty and integrity. More information can be found here:

http://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx

In a nutshell, any use of others’ writing or thinking without giving them proper credit for their words and ideas is considered plagiarism, even if you have only used a sentence without providing proper credit. Similarly, the resubmission of your own previously produced work, for which you have already received credit in other courses or in high school, is considered a case of self-plagiarism which violates academic integrity. Both plagiarism and self-plagiarism will result in failing this course and a report to the Chair of the English Department and the Office of the Provost.
Breakdown of grade:

Your grade in this class will be based on the following breakdown:

60%: Four Formal Essays (instructions/rubrics to be distributed and discussed in class):

15%: Assignment One: “Difficulty Essay”: looking at an assigned text, this will identify areas that pose problems for the reader, propose strategies to overcome these hurdles, and assess those strategies’ effectiveness (first draft due Thursday, 9/15; final draft due Thursday, 10/20)

15%: Assignment Two: “Responding to the Text”: this requires analyzing a piece of writing through the perspective of an additional text to discern what the first piece says about a given subject (first draft due Thursday, 10/6; final draft due Thursday, 11/10)

15%: Assignment Three: “Interpreting Quantitative Evidence”: this involves extracting data from an infographic, articulating this to the reader, and comparing this information with that of other sources (first draft due Tuesday, 11/8; final draft due Thursday, 12/1)

15%: Assignment Four: “Reflecting on Revision”: exploring various learning resources such as instructor feedback or tutor support, you will assess the role of revision in your own writing, to show what you have learned about mechanics, audience, and the (re) writing process (first draft due Tuesday, 11/29; final draft due day of final exam)

20% Final Examination (with a review to be offered toward the end of the semester): two short, handwritten essays reflecting on topics studied over the semester, to be given during Examination Week. You must be present during Examination Week in order to take this course!

20% Attendance (how frequently and punctually that you attend) and Participation (the quantity and quality of contributions made to the positive academic progress of each class). This includes in-class discussions and exercises. Please carefully read the section on “Attendance and Participation” under “Policies.”

Grades for individual assignments and for your overall grade for this course are based on an assessment of university-level academic achievement, not on what a student wants. You are here to demonstrate academic development through your performance on the course, based on what I require this semester, not what another instructor from some other time or place may have deemed “acceptable.”

Numerical equivalents for letter grades:

94% – 100%: 4.0 = A Superior Work: Highest Quality
90% – 93%: 3.7 = A- High Honors Quality
87% – 89%: 3.3 = B+ High Quality
84% – 86%: 3.0 = B Basic Honors Quality
80% – 83%: 2.7 = B- Below Honors Quality
77% – 79%: 2.3 = C+ Above Satisfactory Quality
74% – 76%: 2.0 = C Satisfactory
70% – 73%: 1.7 = C- Below Satisfactory Quality
67% – 69%: 1.3 = D+ Above Minimum Passing
64% – 66%: 1.0 = D Lowest Possible Passing
63% – 0%: 0.0 = F Failed

**Statement on evaluation of student work:** The grade for each essay will be determined on the basis of a set of criteria specific to that assignment. You will always find these on the assignment sheet (and posted on the course page in Blackboard).

**A Note on Incompletes:** If you have a certain grade-point average and feel that this course may bring it down, then you need to find another course that better suits your needs, or remain on this course and work that much harder. Also, “Incompletes” are only given to students with extremely specific circumstances. Do not assume that you can take an “Incomplete” simply because you are dissatisfied with your grade. As the Undergraduate Catalogue states:

The symbol INC (incomplete) is a temporary notation which is assigned for incomplete work in courses when the records of students justify the expectation that they will obtain a passing grade but for emergency reasons they have missed a minor part of the course requirement. Any missed final examination or other final course evaluation requires a student explanation within 48 hours so the instructor can file the proper course notation with the Office of the Registrar.

A student who has evidenced an unsatisfactory course record, who has failed to complete a major portion of an instructor’s course requirements, or who fails to provide an instructor with a satisfactory reason for absence from a final examination or final course evaluation within the specified 48-hour period may not be assigned the letter symbol INC.

Responsibility for making arrangements with an instructor to complete all outstanding course work rests entirely with the student, who must complete all course work by the final week of classes for the succeeding semester.

At the end of the official make-up period (or, in the event of a substantiated student emergency, at the end of an extended make-up period), the Office of the Registrar will convert the temporary notation of INC to the appropriate permanent symbol. This permanent notation will be one of the following: 1) a letter grade which is filed by an instructor at the end of the make-up period to designate the final course standing of a student who has made up incomplete course requirements, 2) course work not completed by the final week of classes for the succeeding semester will convert to a grade of F, or 3) the letter symbol of X, which the dean of the college in which the student is enrolled as a degree candidate may authorize to designate that a student has withdrawn from the University after the end of the semester for documented medical or personal emergency (cf. University Withdrawal After the End of the Semester).

Limited extensions of the make-up period may be granted to students for serious medical reasons and for documented personal emergencies. Requests for such extensions are approved by the dean of the college in which students are enrolled as degree candidates and must be filed no later than one calendar week preceding the established deadline for instructors to submit final grades for incomplete courses. (“Undergraduate Policies: Grading Policies: Incomplete Courses”)

For more information, please visit:

**Privacy protection:** You should be aware that the Family Educational Rights and Privacy Act of 1974 (FERPA) prohibits my communication with anyone other than the student her/himself concerning that student’s affairs. Except as otherwise permitted under FERPA regulations,
information or records concerning individual students may not be released to any individual or agency without the student’s written permission. I do not communicate with parents or guardians regarding a student’s progress or any other matters.

**Religious accommodation:** Chapter 375, Acts of 1975 of the Commonwealth of Massachusetts, requires recognition of student religious beliefs as noted: “Any student who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirements, and shall be provided with an opportunity to make up such examination, study, or work requirement provided, however, that such make-up examination or work shall not create an unreasonable burden upon such school. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.” Please contact me ahead of time if you will be unable to participate in an assignment for religious reasons, and we shall make arrangements for you to complete make-up work.

**Communication:** It is ultimately your responsibility to remain informed as to where we are in the course, to keep up with all assignments, and to ask questions if in doubt of deadlines, instructions, or policies. In addition to my office hours, I may be reached by UML e-mail. Your messages must come from UML e-mail addresses too. When contacting me, please specify your areas of concern or questions to expedite things. Please check your university e-mail account at least once daily as I may need to communicate with you individually or collectively. I generally send out a blanket e-mail via SIS at the start of the week, to outline the week ahead and any other announcements. If you have questions, respond to me at timothy_rogers@uml.edu.

*PLEASE DO NOT Respond TO BLANKET E-MAILS SENT VIA SIS.*

**On-Campus academic and personal support resources:**

**Writing assistance: the Writing Center, 3rd floor O’Leary Library:** Tutors are available (for free) to help you at any stage in the writing process. They will help you generate ideas, organize and revise, understand grammar, avoid plagiarism, or with any other difficulties you may have with your writing. (The one thing they won’t do, however, is simply proofread/edit your paper for you.) Everyone from first-years to graduate students uses this service, and tutors will help you with any writing; it need not be a class assignment. To make an appointment go to https://www.uml.edu/Writing-Center/.

If you are working on a class assignment with a tutor, please bring the assignment sheet with you, and also bring specific issues you want to work on. The more specific you can be with your tutor, the more that tutor can help you.

**Instructional resources:** The Centers for Learning and Academic Support Services provide many resources, including tutoring in a variety of subjects, academic advising, computing resources, and study skills sessions. CLASS resources are available across UML campuses. Visit http://www.uml.edu/CLASS/default.aspx for more information. (Or simply go to “Current Students” on the UML website and click on “Centers for Learning.”)

**Library computing and printing services:** From http://libweb.uml.edu/information_services/print_scan.html: “Printing is available from library computers at a rate of $.10 per page. All enrolled students receive $15 in print allotment per semester. Students will be able to add cash to their UCards in the libraries or use UCash. For more information about UPrint, including printing locations around campus, please visit the UPrint information page: http://www.uml.edu/UCAPS/UPrint/UPrint.aspx.
The Counseling Center: The Counseling Center at UMass Lowell provides counseling services, consultation and referrals to help students achieve personal and academic success, as well as assisting students in better understanding and coping with their feelings, relationships, choices and academic studies. More details are available at http://www.uml.edu/student-services/counseling/. NB: Counseling Center e-mail is not confidential.

Accommodation statement: UMass Lowell is committed to assisting students with documented disabilities by providing reasonable accommodations in all online courses. Students with documented disabilities should contact the Student Disability Services at: http://www.uml.edu/student-services/Disability/default.aspx or by calling: 978-934-4574.

Course schedule information: NB: I reserve the right to amend these dates; please ensure that you pay careful attention to the instructions I give in class and/or via e-mail. I shall give you any major alteration of due dates in writing as the semester progresses. I have referred to some University deadlines pertinent to this course that are mentioned in the Academic Calendar. For more information, please visit: https://www.uml.edu/Registrar/Calendars/.

You should consider all reading assignments to be “required,” but, unless otherwise instructed, you do not have to complete any of the practical exercises within the reading.

Additional Studio time activities in italics.

Thursday, 9/1: Introduction to the course, writing sample, and initial discussion of syllabus. Also: discussion of additional time, overview of types of activities, and initial consultations as necessary.

NB: Drop-Add begins as of Thursday, 9/1.

Assignment for Tuesday, 9/6: Review course syllabus and ensure that all required course materials have been obtained. Also, visit the Online Writing Lab at Purdue University for paper format details, at https://owl.english.purdue.edu/owl/section/2/.

Tuesday, 9/6: Continue syllabus discussion and essay style formats.

Assignment for Thursday, 9/8: Parfitt, “Introduction” and Chapter 1, “Reading with a Purpose.” Be prepared to discuss reading assignment at next class.

Thursday, 9/8: Discuss the Parfitt. Assignment I ("Difficulty Essay") set. Also, review of “Parts of Speech,” and in-class writing exercise/discussion: “Explaining a Personal Interest.”

NB: Thursday, 9/8 is the last day for undergraduate students to add a course without a permission number.

**Tuesday, 9/13:** Discuss the Parfitt as well as the Tough. Brainstorm and workshop for Assignment One (“Difficulty Essay”).

Assignment for Thursday, 9/15: **Assignment I (“Difficulty Essay”) first draft due. Be prepared to distribute enough copies of your work to the entire class, and have your own copy to read when called on.**

**Thursday, 9/15:** Assignment I peer reviewing session. **Assignment I (“Difficulty Essay”) first draft due.** Also, review of “Subjects and Verbs,” and in-class writing exercise/discussion: “How I Feel about Writing.”

**NB:** Thursday, 9/15 is the last day to 1) add a course with a permission number, 2) drop a course without record, 3) change enrollment status from: Audit to Credit; Credit to Audit; “Pass-No Credit” to Letter Grade, or Letter Grade to “Pass-No Credit.” Note: no refund after this date.

Assignment for Tuesday, 9/20: Hacker & Sommers, “Composing and Revising” and “Academic Reading, Writing, and Speaking.”

**Tuesday, 9/20:** Assignment I peer reviewing session.

Assignment for Thursday, 9/22: Answer assignment reflection questions. Be prepared to discuss work at next class.

**Thursday, 9/22:** Assignment I peer reviewing session. Discuss reflective questions for Assignment I (“Difficulty Essay”). Also, review of “Kinds of Sentences,” and in-class writing exercise/discussion: “How I Feel about Giving/Receiving Constructive Criticism.”

Assignment for Tuesday, 9/27: Parfitt, Chapter 4, “Writing to Discover and Develop Ideas.”

**Tuesday, 9/27:** **Assignment II (“Responding to the Text”) set.**


**Thursday, 9/29:** Discuss the Kim and Theobald essays. Also, review of “Combining Sentences, Avoiding Omissions, and Achieving Sentence Variety,” and in-class writing exercise/discussion: “Sharing Personal Academic Achievement Narratives.”

Assignment for Tuesday, 10/4: Parfitt, Chapter 4, “Practicing Exploratory Freewriting,” pp. 106-7. Bring your work with you to class, and be prepared to share what you come up with.

**Tuesday, 10/4:** Discuss the exploratory freewriting exercise. Brainstorm and outline workshop for Assignment II (“Responding to the Text”).

Assignment for Thursday, 10/6: **Assignment II (“Responding to the Text”) first draft due. Be prepared to distribute enough copies of your work to the entire class, and have your own copy to read when called on.**
**Thursday, 10/6:** Assignment Two peer reviewing session. **Assignment II (“Responding to the Text”) first draft due.** Also, review of "Correcting Fragments, Comma Splices, and Run-Ons," and **in-class writing exercise/discussion: "Integrating Sources and Academic Integrity."**

**NB:** Monday, 10/10 UMass Lowell will be closed for Columbus Day. UMass Lowell will be on a Monday class schedule for Tuesday, 10/11.

Assignment for Thursday, 10/13: Hacker & Sommers, “Sentence Style” and “Word Choice.”

**Monday, 10/10:** Columbus Day (UMass Lowell closed).

**Thursday, 10/13:** Assignment II peer reviewing session. Also, review of “Balancing Sentence Parts,” and **in-class writing exercise/discussion: "Word Choice and My Writing Style."**

Assignment for Tuesday, 10/18: Answer assignment reflection questions. Be prepared to discuss work at next class.

**Tuesday, 10/18:** Assignment II peer reviewing session. Discuss reflective questions for Assignment II (“Responding to the Text”).

Assignment for Thursday, 10/20: **Assignment One (“Difficulty Essay”) final draft due.**

**Thursday, 10/20:** Assignment One (“Difficulty Essay”) final draft due. Also, review of “Verbs,” and **in-class writing exercise/discussion: "How I Feel I’m Doing on the Course."**


**NB:** For Tuesday, 10/25, class will meet at the Computer Cluster in Lydon Library (specific location to be confirmed). Go directly there instead of usual classroom.

**Tuesday, 10/25:** Information Resource Assessment Workshop to meet in Lydon Library.

Assignment for Thursday, 10/27: Reuben Ternes, “Writing with Statistics,” at [https://owl.english.purdue.edu/owl/resource/672/1/](https://owl.english.purdue.edu/owl/resource/672/1/).

**Thursday, 10/27:** **Assignment III (“Interpreting Quantitative Evidence”) set.** Also, review of “Pronouns,” and **in-class writing exercise/discussion: "Working with Quantitative Evidence."**


**Tuesday, 11/1:** Discuss the NYT infographic.
Assignment for Thursday, 11/3: Parfitt, Chapter 3, “Further Strategies for Active Reading,” pp. 69-88. Come to class with at least one resource located via UML Libraries printed for in-class note-taking exercise. Be prepared to discuss work at next class.

**Thursday, 11/3:** Discuss resources found via UML Libraries research and conduct “Triple Entry Notebook” for that source. Brainstorm and outline workshop for Assignment III (“Interpreting Quantitative Evidence”). Also, review of “Adjectives and Adverbs,” and in-class writing exercise/discussion: “Individual Development in the Wake of the Great Recession.”

Assignment for Tuesday, 11/8: **Assignment III (“Interpreting Quantitative Evidence”) first draft due.** Be prepared to distribute enough copies of your work to the entire class, and have your own copy to read when called on.

**Tuesday, 11/8:** Assignment III peer reviewing session. **Assignment III (“Interpreting Quantitative Evidence”) first draft due.**

Assignment for Thursday, 11/10: **Assignment II (“Responding to the Text”) final draft due.**

**Thursday, 11/10:** Assignment Three peer reviewing session. **Assignment II (“Responding to the Text”) final draft due.** Also, review of “Punctuation and Capitalization,” and in-class writing exercise/discussion: “Writing in the Disciplines.”

**NB: UMass Lowell will be closed for Friday, 11/11, for Veterans Day.**

Assignment for Tuesday, 11/15: Answer assignment reflection questions. Be prepared to discuss work at next class.

**Tuesday, 11/15:** Assignment III peer reviewing session. Discuss reflective questions for Assignment III (“Interpreting Quantitative Evidence”).

**NB: Tuesday, 11/15 is the last day for undergraduates to withdraw from courses with a grade of “W.”**

Assignment for Thursday, 11/17: Answer assignment reflection questions. Be prepared to discuss work at next class.

**Thursday, 11/17:** Assignment III peer reviewing session. Discuss reflective questions for Assignment III (“Interpreting Quantitative Evidence”). Also, review of “Spelling and Commonly Confused Words,” and in-class writing exercise/discussion: “Reflection as Process.”

Assignment for Tuesday, 11/22: Hacker and Sommers, “Grammatical Sentences” and “Punctuation and Mechanics.”

**Tuesday, 11/22:** **Assignment IV (“Reflecting on Revision”) set.**

Thursday, 11/24: Brainstorm and outline workshop for Assignment IV ("Reflecting on Revision"). Also, review of "The Writing Process: Paragraphs and Essays," and in-class writing exercise/discussion: "The Importance of Mechanics and Grammar in Writing."


Assignment for Tuesday, 11/29: Assignment IV ("Reflecting on Revision") first draft due. Be prepared to distribute enough copies of your work to the entire class, and have your own copy to read when called on.

Tuesday, 11/29: Assignment IV peer reviewing session. Assignment IV ("Reflecting on Revision") first draft due.

Assignment for Thursday, 12/1: Assignment III ("Interpreting Quantitative Evidence") final draft due.

Thursday, 12/1: Essay Four peer reviewing session. Assignment III ("Interpreting Quantitative Evidence") final draft due. Also, review of "Writing a Summary," and in-class writing exercise/discussion: "'How I Feel about Giving/Receiving Constructive Criticism II."

Assignment for Tuesday, 12/6: Answer assignment reflection questions. Be prepared to discuss work at next class.

Tuesday, 12/6: Assignment IV peer reviewing session. Discuss reflective questions for Assignment IV ("Reflecting on Revision").

Assignment for Thursday, 12/8: Bring one of your four essay assignments and instructions to class.

Thursday, 12/8: Assignment IV peer reviewing session. Review for final examination and individual consultations as needed. Also, review of "Combined and Specific Patterns of Writing and Writing Topics," and in-class writing exercise/discussion: "Final Reflections and Leave Taking.″ Individual consultations as necessary.

NB: Essay Four ("Reflecting on Revision") final draft and any work that has been granted an extension due at final examination: no exceptions.

Examination Week: Final exam schedule to be determined and posted by the Office of the Registrar in due course. Assignment IV ("Reflecting on Revision") final draft and any work that has been granted an extension due at final examination: no exceptions.
### Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent to Very Good</th>
<th>Good to Passing</th>
<th>Below Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>General conduct</td>
<td>Exhibits consistently mature, proactive behavior suitable to the learning process</td>
<td>Generally productive but might occasionally engage in behaviors inappropriate to the learning process</td>
<td>Frequently engages in inappropriate behaviors so as to jeopardize class functioning</td>
</tr>
<tr>
<td>Participation in class activities</td>
<td>Effectively engages in class activities frequently without being called on though not so much as to pull attention away from others</td>
<td>Effectively engages in activities at least once per class without being called on OR engages in activities a bit too frequently so as to create a “lopsided” dynamic</td>
<td>Waits to be called on and/or fails to engage in class activities in an effective way OR tries to dominate every class and stifle the sense of a group dynamic</td>
</tr>
<tr>
<td>Caliber of intellectual contributions to activities/discussions</td>
<td>Offers unique, relevant insights into the topics being discussed that display above-average critical thinking skills</td>
<td>Offers fairly banal and/or less than relevant insights into discussions or repeats ideas that others have covered</td>
<td>Offers few insights, if any, or irrelevant ones</td>
</tr>
<tr>
<td>Clarity of expression</td>
<td>Highly articulate and consistently clear</td>
<td>Often articulate and clear, but with moments lacking clarity</td>
<td>Frequently awkward and confusing expressions</td>
</tr>
<tr>
<td>Use of supporting materials during class</td>
<td>Offers useful evidence to support assertions frequently</td>
<td>Offers occasional evidence and/or reasoning, some of which might not be entirely useful</td>
<td>Seldom if ever offers evidence to support assertions, or uses counterproductive material/reasoning</td>
</tr>
<tr>
<td>Ability to function in vibrant conversations</td>
<td>Encourage and tolerate alternate viewpoints</td>
<td>Shows some one-sidedness in conversations</td>
<td>Is thoroughly intolerant of alternative views</td>
</tr>
<tr>
<td>Demeanor</td>
<td>Presents in a congenial, polite manner</td>
<td>Is occasionally moody but it doesn’t affect work</td>
<td>Is persistently rude to others to the point that classwork becomes difficult to perform</td>
</tr>
</tbody>
</table>