College Writing I  
ENGL 1010  
Section 232  
411 Pasteur Hall  
Tu/Th 3:30 – 4:45 PM

Instructor: Jeffrey VanderVeen  
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Office Hours: Wed. 1-2 PM and by appointment

Required Texts and Materials:
- A folder for turning in assignments

Course Description: 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.

Course Purpose and Objectives: 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, non-researched 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

Ground Rules, Assignments, and Expectations:

Electronics Policy: For most of our class meetings, electronics are not permitted. They should be turned off and placed under your desk or in your book bag. This class is based on collaborative learning and interaction with me and your peers, not on typing lecture notes. There will be class periods when I specifically ask you to bring a laptop or tablet for in-class writing; otherwise, you should leave them at home.

Participation: It is vital in a course such as this and is therefore expected. Class sessions will draw on each student’s experiences as a reader and writer through whole-class discussions, small group activities, and workshopping. Lectures will be few and far between. One of our goals as a class, then, will involve creating an atmosphere in which everyone feels comfortable and enthusiastic about joining our ongoing conversation.

Writing Assignments: We will write 4 formal essays in addition to various 1-2-page response papers. Each formal essay will require that you write within a different context, achieving varying purposes and addressing different audiences. These essays must be turned in with all process work (e.g., in-class writing, rough drafts, and workshop comments) at the beginning of class on the due date.

I assign response papers to encourage critical engagement with the readings before class discussions, and to build up to formal papers; they are, therefore, an integral part of the revision process. At times I will assign specific topics for response papers, and at others I will simply ask that you write about something that interests you. Response papers must be 1-2 pages, typed. Because they are designed to prepare you for the day’s discussion, I will not accept late response papers; if you miss class for any reason, you are still responsible for getting your response paper into my mailbox in Lydon. I do not accept response papers, or any other assignment, over email. Because I understand that life sometimes gets in the way of school, I will allow you one freebie. That is, you can choose not to turn in one response paper without it adversely affecting your grade.

Workshops: Much of this class depends on peer commenting and editing. We will conduct at least one workshop for each formal essay. Please bring at least three copies of your rough draft and try to be on time. Missing a workshop or bringing an incomplete draft will lower your final paper grade by one step, unless you provide a doctor’s note.

Conferences: While I do not schedule required conferences, I am always happy to set up a time when we can sit down and discuss your writing one-on-one. When working on
writing assignments, please feel free to stop by my office hours or make an appointment to discuss your work.

**Revisions:** You will be revising your work frequently in and out of class before each polished essay is due. In addition, over the course of the semester you have the option of revising 1 essay after I have assigned a grade. I ask that you complete revisions within a week and a half after I return the paper and I highly recommend that you schedule a conference once you’ve made a revision plan. Remember, revision does not just mean fixing the things that I’ve pointed out in my comments; it requires that you “re-see” your essay and make significant improvements. The revision grade will be averaged with the grade of the original (a B- revised to a B+ becomes a B). **When turning in a revised essay, please include the original paper with my margin comments and a copy of my end comments.**

**Late Papers:** If you have a valid reason for missing a deadline, please talk to me at least 24 hours before the paper is due. In many cases, we will be able to work something out. If you hand in a late paper without making prior arrangements with me, the paper will be penalized one-third of a letter grade (a B will be changed to a B-, and so on).

**Attendance:** Attendance is vital to the type of writing community we will develop. Not only will you miss important information, the class will miss your valuable contribution. You will be allowed 2 absences without adversely affecting your grade. For each absence over two, your final grade will be reduced by one-third of a letter grade. If you miss more than 6 classes, you will automatically fail the course.

**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.

**Grading:**

Essay 1—Personal Response: 15%
Essay 2—Evaluative Paper: 20%
Essay 3—Visual Analysis: 20%
Essay 4—Argumentative Essay: 25%

Participation/Response Papers: 20%

**Numerical Equivalency of Letter Grades:** A: 100-94; A-: 93-90; B+: 89-87; B: 86-84; B-: 83-80; C+: 79-77; C: 76-74; C-:73-70; D+: 69-67; D: 66-64; F: 63-0
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.

Credit hour statement: This is a 3 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.

Plagiarism: Any time that you use someone else’s words or ideas, you must give that person credit. At times, we all draw upon the ideas of others. The problems arise when we try to pass those ideas off as our own. Plagiarism usually occurs when one directly quotes another without indicating that she is using another person’s words. However, even if you don’t use a direct quote—if you paraphrase or borrow ideas—you still need to cite your source. You can find the university’s policies toward academic dishonesty at the following link: https://www.uml.edu/catalog/undergraduate/policies/academic-policies/academic-integrity.aspx. If I find that you’ve plagiarized in a paper or any other assignment, you will receive a zero and I will report the offense to the university. Any second offense will result in automatic failure of the course.

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 Student Disability Services at: http://www.uml.edu/student-services/Disability/default.aspx or by calling: 978-934-4574.
College Writing I—Daily Assignments
(I will release future schedules at the beginning of each unit)

Unit I: Personal Response

9/1  Introductions
     First Day Writing Sample

9/6  Read “Thinking Critically, Challenging Cultural Myths” (2-14) and “Learning Power: The Myth of Education and Empowerment” (100-104) in Rereading America
     Read Rose, “I Just Wanna Be Average” (RA 123)
     Introduction of Essay One

9/8  Read Ravitch, “The Essentials of a Good Education (RA 105)
     Read “Active Verbs”, section W3, in A Writer’s Reference (pages 175-78)

9/13 Read Anyon, From Social Class and the Hidden Curriculum of Work (RA 136)
     Read Composing and Revising, sections C1 and C2, in A Writer’s Reference
     Discussion—Theses & Introductions

9/15 Read Gatto, “Against School” (RA 114)
     Write a rough introduction for your 1st essay and bring it to class
     Bring your laptop to class for in-class writing

9/20 Workshop—Bring 3 copies of your rough draft of Essay 1

9/22 Essay One Due