Syllabus for Studio College Writing 1 Fall Semester 2016

Course number: 42:1010S:208
Instructor: Ann M. McGill
Email: ann_mcgill@uml.edu
Office Hours: Lydon Library 3rd Floor FYW Office. Time: T/R 12:30-1:30 or by appointment
Meetings: You will meet with me during the semester for individual mandatory meetings.

Course Description

Studio College Writing I is 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. Studio provides you with extra time to improve your college reading skills, your command of syntax and usage, and content revisions. You will read course texts, conduct rhetorical analyses, and practice skills required for participation in academic discourse. You will write expository essays throughout the semester, producing a minimum of four formal essays.

Course Purpose

You will study and practice academic writing to extend and develop your rhetorical knowledge. You will apply that knowledge through regular informal and formal writing. By generating writing that aims to respond, explain, analyze, critique, interpret and synthesize, you will learn to engage audiences for a variety of purposes in a range of contexts. You will hone your craft. By approaching writing as a process or pre-writing, drafting, revising, editing, and proofreading, you will enhance the clarity and expression of your ideas. You will complete this class with an awareness of your strengths and weaknesses as a writer. Successful completion of this course will prepare you for more intensive college research writing that you will practice in College Writing II.

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 of outside-of-class work.

Course Learning Objectives

- Focus writing for specific audiences and address those readers’ needs.
- Overcome “Blank Screen” through pre-writing strategies and ‘writing in the middle’.
- Review and master sentence grammar and syntax to improve overall writing skills.
- Create exploratory short essays and drafts using development techniques and writing strategies.
- Revise and edit all assignments for content, organization, mechanics, usage and consistency of language, tone and style.
- Contribute ideas to your peers’ essay development through discussions and peer reviews.
- Maintain academic integrity and avoid plagiarism when using sources.
- Expand critical thinking skills through reading, writing and research.

Required Skills: Time Management, Organization, Patience and Persistence.

Required Text: A Writer’s Reference 9th edition with Writing in the Disciplines UML edition by Diana Hacker and Nancy Sommers

Essay packets found on Digication for purposes of course.

Access to UML Digication system required as you will post your work in your eportfolio.
Supply yourself with notebook, pen/pencil, paper clips/stapler. Computer and printer access.
WHAT TO EXPECT

Class Work
To develop effective writing skills, you will complete idea development exercises, analyze your reading audience, develop exploratory ideas, then work your ideas into drafts. Class work consists of short exercises to limber up your writing muscles; participating in discussions; and experimenting with variety of writing techniques and strategies. You will post some of your writing entries to Digication for comment and feedback.

Reading Assignments
To develop critical thinking and evaluation skills you will learn techniques that advance your reading skills to absorb both scholarly articles as well as contemporary journals. You will assess, and post answers for assigned readings from the text on Digication. Remember quality of responses matters. One-liner “agree” or “disagree” statements do not give an idea of what you are thinking - nor do one-liners stimulate discussion with your peers. Additionally, you will use the readings to stimulate your ideas for essays.

Writing Assignments
To improve your writing and organizational abilities you will: experiment with writing techniques, refresh your grammar, revise draft(s), evaluate ideas presented by your peers and by essay authors, express your own opinions and viewpoints. You will also practice correct citations for direct quotes in paragraphs and paraphrasing authors. You will complete drafts and process work for all assigned essays grading for these essays includes your idea development process work and all drafts.

Academic Integrity
For all essays, you are expected to properly cite sources where you use the ideas and words of others. You will learn how to avoid unintentional plagiarism. We will use our UML Handbook to explore variety of citations that you will use in future classes.

UML policy states “Academic dishonesty is prohibited in all programs of the University. Sanctions may be imposed on any student who has committed an act of academic dishonesty…. Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, and facilitating dishonesty.”

Pirating the works, words or ideas of others is expressively prohibited by UML and the academic community. You will examine some real life plagiarism and pass judgement on those plagiarizing pirates.

CLASS POLICIES

Communication
You are responsible for 50% of our relationship communication. Please let me know if you will be absent - in advance or by email. (See attendance policy) Keep me informed of any questions, concerns or difficulties you are having. I am available for conferences on class work or assignments immediately after class or by appointment.

Accommodations
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.

Attendance/Timeliness
You are expected to attend and participate actively in class. A portion of your evaluation includes quality of your participation and timely, quality responses to Digication. If you will be out/late let me know in advance. Absences impact your class participation mark. 5 or more absences results in zero for class participation. Additionally, excessive absenteeism (7 or more) results in course failure. Yes, you can fail a course for not attending class.

Tardiness of the chronic kind will result in grade reduction for class participation grade.

Student Athletes
Student athletes must notify me in advance when they will miss class due to their athletic schedule. Notice can be given in person or through email. Given that this is a writing class, most assignments and class exercises (that are posted on Digication) can be completed and emailed directly to me, or posted to Digication for grading and feedback. Failure to keep up with writing assignments through flexible arrangement will result in a lower class participation mark.
ACADEMIC DISHONESTY- CONSEQUENCES

For a first instance of intentional academic dishonesty, you will receive a zero on the assignment with no chance to make it up. For any subsequent instances, you will be given a course grade of FX (non-deletable failure).

Remember! Plagiarism includes directly copying a source without acknowledging the source, summarizing or paraphrasing someone’s ideas without acknowledging the source, or submitting a paper that has been written by someone else. You will work on recognizing and avoiding plagiarism – including unintentional plagiarism. You can find the university policy regarding academic dishonesty at: www.uml.edu/catalog/undergraduate/policies/academicdishonesty

TECHNOLOGY USE IN CLASS

INTELLIGENT USE.....Using electronic devises, such as computers or smart phones for class work - acceptable and welcomed. At times you may be asked to use an app for a specific ‘fact √’ or definition or some other discovery! You will use your devices (smart phones, computers, ipads) for class work – some real time research and sharing work related to class.

Letting yourself drift from class work – to respond to friends and family in emails, texts or tweets- -is HARMFUL TO YOUR CLASS PARTICIPATION MARK! Why should you care? At semester end, class mark points always make a difference. I will deduct points from students who text in class, and/or read stuff or type stuff on their computers when others are speaking (very rude) or do such during class discussions. If you are a techno-addict, this is a good time to quit!

CLASS CODE OF CONDUCT

As in all classes at the University of Massachusetts, Lowell, you are expected to exhibit professional and respectful behavior, that underlines a mutually beneficial learning environment. Besides misuse of technology in class, intentional disruptions, disrespectful comments or behaviors, failure to follow directives, sleeping in class – all count as unacceptable behaviors. Students violating these standards may be asked to leave class and/or be referred to the Dean of Students for disciplinary action.

DEADLINES

This is a progressive writing class. In other words, one assignment leads to the next. You build your writing and revising skills as you work through each of the assignments. To make effective progress, it is essential that you meet all the Deadlines. For each paper, you will work on a draft and get feedback on the draft. With the feedback, you revise your content to improve the draft – each revision builds toward that finished final essay.

Organizing your time to meet deadlines is good for you and your sanity! So don’t put undue pressure on yourself by falling behind — mark your calendar. PS I will not accept a final essay where drafts have not been turned in as required. Handing in your drafts with the final essay is not acceptable and you will receive zero for the assignment.

COMMUNICATING AND WRITING

You will find that the academic protocols differ from your ‘normal, informal communications via Facebook and email’. I want to outline our communication guidelines so that all of us enjoy a successful experience - particularly in our interactions with each other.

Discussions
You are expected to come prepared to class and discuss readings/exercises. Class discussions are held as an open forum where we freely exchange ideas, work progress, and ask questions. Respect required!

In Class
Participation in a workshop class such as ours is essential. Participation means asking and answering questions and contributing to group discussions; it also means being fully present in the classroom. Signs that a student is not fully present include hands covering face, head on desk, or eyes closed! So be awake and alert in class!!
What's writing like in college?
You may be surprised that you don't just sit down and start to write an essay! In college we expect that you will not know everything there is to know about a topic. We expect that you will have to explore your topic by: 'ideating', discussing your thoughts, reading what others think. You will have topic starts and re-starts; you will draft ideas – maybe not in any order, at first. Remember the transition from your “normal writing” to academic writing requires that you increase your depth of thinking. So, in class and on your own, you will draft and redraft to help you develop, not only your writing, but your thinking.

What are the essay assignments all about?
Your goal is complete four non-fiction essays – each essay increasing in length as you develop your writing skills. You will select the topics and audience for each of your essays. Pick topics you care about, or ones that interest you. This makes writing more interesting. And fun!

Why all the reading and writing?
The purpose of the readings is: 1) to feed you ideas for your own essay; 2) demonstrate variety of writing structures and composition styles for you to use or imitate; 3) let you loosen your writing muscles by responding to text questions. Ergo, if you spend quality time - reading and writing - this will help you as you develop and revise your essays.

Speaking of loosening up your writing muscles, here's what to expect from our weekly Studio:
You will not be memorizing grammar rules and answering multiple choice questions about writing! Using a “Story in 50 words” technique, you will focus on identifying specific usage and syntax in short story pieces of 50 words. You will then apply what you have identified to your own “short story” and further apply the usage to your own essay drafts. Studio work will be a huge help to you in revising your essays.

What exactly do you mean by revising?
First off, revising is not re-typing your essay and correcting spelling and punctuation errors. Most college writing requires reading, studying and referencing works of others. You are expected to gather information and ideas from ‘authorities’, media, etc. and stir in that information/opinions with your own ideas/beliefs on your chosen subject.

So, this means that you need to ideate - come up with many ideas on a topic; you need to test ideas of others with your own and with other sources - check, re-check, alter; you need to organize your ideas and your source information structurally - as part of the academic community!

Trust me, you won't just be able to sit down and start typing a paper the night before it's due! You need to write, revise content, read, revise again, have someone else read, revise and edit. This sounds lengthy - but once you get the idea it becomes your new scholarly habit.

Come on now! It'll be fun!
**How Your Final Mark Is Calculated**

**Evaluation: Your Final Mark**

Your final mark will be based on the following percentages breakdown:

**Class work**
15% Includes: reading assignments and homework, class participation, informal class writing and exercises. Class Participation means that you will have thoughtfully read assigned material, attend class, engage in discussions by both speaking and listening, write in class for group assignments and writing prompts, and contribute to peer discussions and presentations.

**Studio**
15% Includes: all syntax and usage recognition work, short practice writings and challenge assignments, and class participation as described above.

**The Essays**

All essays are developed using a brief, followed by first draft, review draft – then the final, polished essay. Each draft will be posted to your Digication Portfolio so that you and I can see the development of your writing. You will hand in the final essays properly formatted on paper for ease of comparing your final with your drafts and of my writing comments. You will find the detailed assignment sheets and rubrics for each essay on our Digication Class portfolio.

15% Narrative essay and draft development.
20% Report essay using data and draft development
15% Field observations and research report.
20% Analysis essay and draft development.

Here's that clock again! ☑️ Late work: 5 - 10 points deducted!

**UML Grading System**

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<thead>
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<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
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<td>High Quality</td>
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<tr>
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<td>Below Honors Quality</td>
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<tr>
<td>2.3</td>
<td>C+</td>
<td>Above Satisfactory Quality</td>
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Numeric Ranges for each letter grade:

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D+ = 67-69
- D = 64-66
- F = 0-63

**Final Note on Digication**

Digication is an online platform that allows each of you to create your own writing portfolio that is accessible to UML. In class you will create your Digication portfolio where you will post your homework and essay work during the semester.

On our Class Portfolio you will find: Assignment dates in a pdf. that will act as our working calendar. The Syllabus and Class/Assignments are posted on Digication, with additional class performance criteria details. I will update our calendar on Digication as necessary throughout the semester. Check in often!