

College Writing I—42.101.221 (3 credits)
Fall 2011, T/R 9:30-10:45

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Office Hours: T/R 12:30-1:30; and by appointment

E-mail: dina_bozicas@uml.edu. I check e-mail on weekday mornings. Your name should appear either in the address or subject line. If you miss a class, refer to the schedule at the end of this syllabus to see what you've missed; it's quicker and easier than asking me via e-mail. Do not send papers or other work via e-mail without approval.

Required Texts

- Copies of handouts distributed in class or on reserve in the Lydon Library.
- *The Little Seagull Handbook* by Bullock and Weinberg (abbreviated HB in schedule). Bring your handbook to class whenever there is a reading from it assigned and also bring it any day there is a workshop scheduled. Available in the North Campus Bookstore.
- *Persepolis: The Story of a Childhood* by Marjane Satrapi. This was distributed at orientation; if you do not have a copy please see me.

All assignments are to be read and annotated before the class for which they are due and the texts must be brought to class during the section in which we'll discuss them.

Other Requirements

- You need a notebook, pen or pencil, access to a stapler, and access to a printer (computer labs on campus)
- You will use turnitin.com
- You will see an on campus play; tickets for students tend to be \$5.00
- You must check your UML e-mail regularly

Course Description and Topic

Writing is a powerful form of expression, and learning to write well is important for success in college and your career. In addition, the ability to write effectively gives you personal power; you are taken seriously when you are able to communicate and argue well. College Writing I will help you write more analytically and critically, by teaching you the process of writing. When you become more familiar with this process, you will find that your thinking and verbal communication skills also develop and sharpen.

The writing you do this semester will touch on topics inspired by *Persepolis*. All sections of the course (and all papers) focus on different forms of analysis, since analysis is what you are often called on to do in college level work. You will be studying and writing about narrative as it appears in comics, song, film, American Culture (specifically Walt Disney World), and fairy tales. You will also be telling and analyzing your own narrative. All readings, discussions, and papers this semester will help you to hone your critical thinking skills, to develop your ability to make and support a sound argument, and to better understand and manipulate your own writing process.

Course Objectives

As a result of College Writing I, you will understand the importance of writing as process, including prewriting, drafting, revising, and editing. You will be able to recognize the purpose and audience for various assignments. You will also be able to recognize different rhetorical strategies, writing styles, and organizational schemes you can use in various writing situations. You will see that peer feedback and collaboration are crucial elements in the writing process, and will also learn to assess your own writing precisely. You will practice grammar and mechanics, and will learn to recognize and avoid plagiarism. Some other specific skills you will practice this semester include recognizing and developing your voice, developing and honing your thesis, developing paragraphs and writing effective topic sentences, improving the clarity, coherence and unity of your essays, recognizing and evaluating relevant evidence and sources, analyzing written and visual texts, and using description, comparison, synthesis, summary, definition, and narration in your essays.

Assignments and Grading

Participation (10%)

Your participation grade is a reflection of your attitude toward the course. For this reason, it is not enough simply to be in the classroom; you should show up to each class prepared (with all necessary materials and all homework done), and approach each class meeting with an inquisitive, engaged, and respectful attitude. *Carefully read "Attendance and Tardiness" and "Class Disruptions" in the Policies section below.*

Response Papers and writing assessments (10%)

You will write five response papers and several writing assessments over the course of the semester. Response papers will be written out of class; they will be collected in hard copy form on the day they are due and must also be submitted to turnitin.com. Writing assessments may be in class or out of class assignments. You will be given instructions and rubrics in class.

Papers

Each of your formal essays will be written in at least two drafts. When handing in the final draft of any essay, you must always include the first drafts of that essay as well. Bring the draft you are working on to all classes during that segment of the course. Save all first and final drafts of all papers. All final drafts of papers will be collected in hard copy form on the day they are due and must also be submitted to turnitin.com. Please note: you may not use outside sources (internet or written sources) for the papers you write this semester. We will discuss this in class, and you will be given clear, written assignment sheets for all papers.

- Narrative Analysis Essay 15%
- Film Analysis Essay 15%
- Textual Analysis Essay 20%
- Song/Comic Analysis Essay 20%

Final Exam (10%)

The final exam will be a short theater analysis essay. Date, time, and location TBA.

Formal Essay Format

(This format must be followed for all papers (first and final drafts) written outside of class.)

Papers that do not adhere to this format will be downgraded up to 10%)

- The heading on the first page must list your name, my name, the assignment (Essay 3, for instance), and the revision (first or final).
- All papers must have an original title (one you create—not the name of the work you are writing about and not the name of the assignment). Center it above your text. Use no special font or markers to set it off.
- All papers must be typed and double-spaced, using 12pt Times New Roman.
- **Do not** skip extra spaces between paragraphs. In American essay writing, paragraphs are signaled by indenting five spaces (tab) from the left margin.
- Use one-inch margins for all papers.
- Each subsequent page after the first must be numbered and have your last name on it.
- Papers *must* be stapled. Papers that are clipped together or have “dog-eared” corners will not be accepted.
- First and final drafts must be carefully spell-checked and proofread for careless errors. Read your papers aloud to find careless errors—sloppy first drafts will not be accepted; sloppy final drafts will automatically drop one full letter grade.
- You must submit all supporting material requested for each paper. Required supporting material will be listed on each assignment sheet.

Class Policies

Attendance and Tardiness

You are expected to attend all classes. This is a workshop/activity/discussion-based course, so you need to be here to fulfill the requirements of College Writing I. Since some absences are unavoidable, having up to two won't hurt your participation grade. *However, these are not two “free days”:* *These two absences are what you use for illness, accidents, deaths in the family, etc.* Three to four absences will lower your participation grade significantly. For five absences you will get a zero for participation and your course grade will drop a letter in addition. Having six or more absences means you fail the class. Please note that this absence policy remains in effect regardless of the reason for your absence, and regardless of documentation (i.e. doctor's notes, notified absences from the Dean of Students, etc.). Please also note that being unprepared (no book or paper, for instance), or being late/leaving early may also be considered absences. UML athletes who need to travel to games, students with chronic medical conditions, and students who need to miss due to religious observances should see me.

Class Disruptions—all electronic devices must be put away before class begins

Any student who disrupts the class through excessive talking or whispering, texting, sleeping, disrespectful, aggressive, or threatening behavior will be given a warning and may be asked to leave the room. Repeated disruptions will result in a zero for participation (10% of course grade), and may result in an additional course grade reduction of up to 20%. Please note that UML “has a ‘Student Conduct Code & Discipline Process’ which governs the behavior of our students to allow for a safe community conducive to learning.” You can read more about this code at <http://www.uml.edu/student-services/reslife/policies/conductcode.html>

Deadlines

All written work will be collected *in hard copy form* at the beginning of class on the day it is due. Late *first* drafts will result in a zero for workshop participation, and the student won't

receive feedback from me. Late *final* drafts will automatically be marked down ten percent for each class they are late. If I do not have a final draft within a week of the due date I will not accept it and the student will receive a zero for the assignment. This cannot be made up. If you are having trouble completing an assignment, talk to me *before* the due date. If you know in advance that you will be out on the day a first or final draft is due, hand in your paper early.

Academic Dishonesty

You can find the university policy regarding academic dishonesty at:

http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

That 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.” Plagiarism includes directly copying a source without acknowledging that source, summarizing or paraphrasing someone’s ideas without acknowledging the source, or submitting a paper that has been written by someone else. We will work this semester on recognizing and avoiding plagiarism, and students who accidentally lift wording or ideas from our texts will work with me extensively to avoid such unintentional plagiarism. For a first instance of intentional academic dishonesty, the student will receive a zero on the assignment with no chance to make it up. For any subsequent instances, the student will be given a course grade of FX (non-deletable failure).

Looking for Help?

Accommodations

If you have a documented disability that will necessitate academic accommodations, please notify me so that we might make appropriate arrangements.

Writing Assistance: The Write Place, located in the Centers for Learning, Southwick 321 (x2292) and the 3rd floor of O’Leary Library (x2941)

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 freshmen to graduate students uses this service, and tutors will help you with any writing; it need not be a class assignment. If you think you will need help with a paper, make an appointment as soon as you can—The Write Place tends to fill up quickly. *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.*

Counseling Services

“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.” You can get more information at <http://www.uml.edu/student-services/counseling/>

Daily Schedule

(Subject to change. You will be notified in advance of changes. You are expected to check this schedule regularly to see what is due and have the work done before class.)

Section 1: Understanding Writing, Narrative, and Comic Books

- 9/1 Introduction to course and syllabus, comics terminology, write diagnostic essay
In class: reading the syllabus, how to get an A for participation, writing in college
- 9/6 Reading due: *Persepolis* pages 3 through 32, and HB vii-viii, 2-5
Assignment given: narrative analysis essay
In class: embellishing the truth, writing contexts, using the handbook
- 9/8 Reading due: *Persepolis* pages 33 through 71, and HB 6-13, 46-49
In class: organizational schemes, narrative/analysis ratios, writing process
- 9/13 Writing due: draft of narrative analysis essay, bring two copies
Assignment given: narrative analysis critical revision
In-class: modeling and completing peer-workshop
- 9/15 Reading due: *Persepolis* pages 72 through 110
In class: revising your draft
- 9/20 Writing due: *Persepolis* response paper
Reading due: *Persepolis* pages 111-end
In class: revising your draft
- 9/22 Reading due: HB 256-273, and “Exploring Questions and Complexity” (handout)
In class: effective stylistic choices, wallowing in complexity

Section 2: Film Analysis and Essay Form

- 9/27 Writing due: narrative analysis critical revision, include first draft
Assignment given: film analysis essay; submitting essays to turnitin
In class: brainstorming films, film analysis, writing assessment
- 9/29 Writing due: film response paper
Reading due: “Beginning to Think, Preparing to Watch...” and film glossary (handouts)
In class: film clips, film analysis, and film terms
- 10/4 Writing due: first draft of film analysis, bring two copies, and your film notes
In class: create and complete workshop
- 10/6 Reading due: HB pages 32-37 and “Supporting a Good Thesis” (handout)
Also due: bring hard copy of film analysis draft back to class
In class: crafting a blockbuster thesis statement
- 10/11 Reading due: HB pages 14-26 and “Effective Paragraphs” (handout)
In class: Batman paragraph workshop—revising your own paragraphs

- 10/13 Reading due: “Structure, outline, transitions” (handout)
Also due: bring draft of film analysis back to class
In class: transition workshop, post-draft outlining—revising your essay

Section 3: Fairy Tales, Myths, Culture, and Textual Analysis

- 10/18 Writing due: final draft of film analysis, include first draft and submit to turnitin
Reading due: HB pages 38-41 and 63-65
Assignment given: textual analysis
In class: reading and analyzing scholarly texts, writing assessment
- 10/20 Writing due: Bettelheim response paper
Reading due: Bettelheim’s “Life Divined from the Inside” (handout)
- 10/25 Writing due: Fjellman response paper
Reading due: Fjellman’s “Culture” (handout)
- 10/27 Writing due: first draft textual analysis, bring two copies
In class: create and complete workshop
- 11/1 Reading due: HB pages 93-102
Also due: bring hard copy of textual analysis draft back to class
In class: introduction to MLA style documentation
- 11/3 Reading due: “Introductions” and “Conclusions” (handouts)
In class: introduction/conclusion workshop, writing assessment

Section 4: Analyzing Music, Theater, Comics, and Cartoons

- 11/8 **Meet in Lydon Library**
Writing due: final draft of textual analysis, include first draft and submit to turnitin
Assignment given: song or comic analysis
- 11/10 Writing due: response paper for music or comic reading
Reading due: TBA reading about music and/or comics
In class: instructions for theater viewing

Reminder: 11/15 is the last day to withdraw from a course with a grade of “W”

- 11/15 Conferences: bring first draft of fourth essay and specific questions/ideas for revision
- 11/17 Conferences: bring first draft of fourth essay and specific questions/ideas for revision
- 11/22 Conferences: bring first draft of fourth essay and specific questions/ideas for revision
- 11/24 **Thanksgiving (University Closed)**

- 11/29 In class: group workshops of song/comic analysis, bring two clean hard copies of essay
- 12/1 Writing due: final draft of song/comic analysis, include first draft and submit to turnitin
In class: writing assessment
- 12/6 Assignment given: final exam (theater analysis paper)
- 12/8 Reading due: review course syllabus
In class: Final exam review, complete course evaluations

The following shows what is expected for each level of writing. In general, level 4 corresponds to A work and level 1 corresponds to D or F work. Note: A paper need not show all characteristics of a level to be graded at that level. I grade according to where the paper seems to fit most in terms of its content, organization, style, and grammar.

4—Highest Honors/Outstanding Work

Level 4 work is original and insightful; it explores patterns and connections and it is heavily concerned with implications and significance. In addition:

- It is well argued and well organized, with a clear, argumentative thesis
- It is well developed with specific, concrete evidence that the writer uses to support and thoughtfully discuss the thesis
- It has logical and meaningful transitions that contribute to a fluent style of writing
- It has few, if any, mechanical, grammatical, spelling, or diction errors
- It demonstrates command of a mature, unpretentious diction
- It uses source material in a mature and meaningful way, and documents the source material correctly

3—Basic Honors/Good Work

Level 3 work reflects a command of the material and a strong presentation, but lacks the insight found in Level 4 work. It shares most characteristics of Level 4 work, but:

- It may have some minor weaknesses in its argumentation
- It may have some minor lapses in organization and development
- It may contain some sentence structures that are awkward or ineffective
- It may have minor mechanical, grammatical, or diction problems
- It may be less distinguished in its use of language
- It may use source material in a less mature manner, but it discusses meaning of the material, and it documents the sources correctly

2—Adequate Work

Level 2 work is of good overall quality but exhibits a lack of insight as well as either deficiencies in the student's command of the material or problems with presentation. This level work is competent and average. Compared to Level 3 work, it may have a weaker thesis and less effective development. In addition:

- It may have serious shortcomings in its argumentation
- It may contain some lapses in organization
- It may have poor or awkward transitions
- It may have less varied or monotonous sentence structures
- It may have more mechanical, grammatical, and diction problems
- It may have more serious problems with use of source material, such as relying on sources too heavily or not discussing the meaning of quotes; however, it documents the sources correctly

1—Unsuccessful Work

Level 1 work corresponds to grades of D or F. A grade of D or F indicates significant problems with the student's work, such as shallow understanding of the material or poor writing. In addition, it exhibits some of all of the following (with an F showing more examples or more problematic examples of these characteristics):

- It presents no clear thesis
- It displays major organizational problems
- It lacks adequate support for its thesis
- It includes irrelevant details
- It includes confusing transitions or lacks transitions altogether
- It fails to fulfill the assignment
- It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction, or syntax which impedes understanding
- It has serious problems with use and documentation of source materials, including plagiarism

0—Papers will receive a zero if they were intentionally plagiarized or if they were not handed in.