

**University of Massachusetts Lowell  
College Writing I (42.101.256 & 42.101.301)  
Mary Gormley, Ph.D.**

**Fall 2012  
TR 9:30—10:45 & 11:00—12:15  
Pasteur Hall Room 404**

**Contact Information:**

Email: mary\_gormley@uml.edu

Voicemail: (978) 934-4043

Office Hours: TR 8:15—9:15, T12:30—1:30, Falmouth 301 & W 12:45—1:45, O’Leary 464,  
and by appointment

**Course Description:**

College Writing I engages students in the writing process, developing the skills that will enable them to succeed in their writing tasks at the University and beyond.

*Catalog 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. *Anti Req for 42.101 - students cannot receive credit for both 42.101 and 42.111 (103).*

**Course Goals:**

In this course, you will practice writing as a process which includes planning, drafting and revising. Through critical thinking and reading, consideration of audience, peer feedback, and self-reflection, you will develop strategies for effective written communication of their ideas (including writing with sources).

**Course Objectives:**

Upon successful completion of College Writing I, you will have:

- Demonstrated an understanding of writing as both process and product
- Analyzed a variety of writing genres in order to identify conventions and strategies that allow for effective communication of your ideas
- Practiced analytical reading and writing
- Composed well-structured, detailed and supported papers
- Gained experience in critiquing others’ writing
- Discovered, reflected upon, and improved your own writing process, including revision
- Accessed and utilized resources and tools to help your writing
- Integrated and documented outside sources as needed in your own writing
- Demonstrated understanding of the need for technical correctness in writing for academic audiences

### **Required Texts (3):**

Bullock, Richard and Maureen Daly Goggin. *The Norton Field Guide to Writing, With Readings*, 2<sup>nd</sup> ed. NY: Norton: 2006. ISBN: 978-0-393-93381-9

This text is available at the North Campus Bookstore. If you choose to obtain it elsewhere, please be sure to get the correct copy—there are several versions with similar titles. You need the 2<sup>nd</sup> edition, ***With Readings***.

Dubus III, Andre. *Townie*. New York: W.W. Norton & Company, 2011.

*Townie* is the selection for this semester's Common Text program. You should have received a copy at orientation. Look for various on-campus events related to this text throughout the semester. I will announce them as well, starting with the Common Text Film Series.

Faigley, Lester. *The Brief Penguin Handbook with Exercises*. 4th ed. NY: Longman, 2011. ISBN: 978-0-205-03005-7

Additional required readings and handouts will be distributed in class or placed on reserve in the library.

### **Other required course materials:**

- A flash drive (or similar system/device of your choosing) for keeping all copies of your work. As you revise, save **ALL** versions/drafts.
- A notebook for in-class writing and exercises.
- A 2-pocket folder for submitting your final portfolio. You will get more specific guidelines on the portfolio as the semester progresses, but for now you should get in the habit of saving everything you write for this class. You will need those materials to compile your final portfolio.
- Access to stapler and printer
- A good college level dictionary
- Email access: Check your UML email regularly for course announcements and updates

### **Assignments/Evaluation:**

*Participation/Citizenship* *10 points*

This includes attendance, in-class writings, workshop exercises, and discussion. Discussion and peer feedback should be constructive and respectful.

*Papers-in-Process* *32 points (8 points per paper)*

These include a **profile**, **memoir**, **analysis of a text**, and **evaluation**. Papers will not be considered final drafts at this stage, and will be evaluated based on adherence to genre conventions, assignment guidelines, post-write reflections, and potential for revision/expansion. For each project, you will receive points for completing relevant homework, invention, drafting, and responding exercises; you will not receive a traditional letter grade, but will be given

assessment and feedback that will help you plan for the portfolio. Specific criteria for evaluation will be given with each assignment.

*Reading Responses*

*10 points*

To help generate discussion and possible paper topics, you will write reflective responses to the assigned readings. Periodically I will assign specific prompts for you to address in your responses; other times you will have freedom in determining the focus of your response. We will talk in class about what constitutes a reflective response, and how that differs from summary and analysis.

*Presentation of One Essay*

*8 points*

At different points throughout the semester, each of you will read a draft to the entire class and discuss your writing process.

*Final Portfolio*

*40 points*

The three papers you choose to revise and include will be considered more traditional final drafts and will be evaluated based on effectiveness of revisions, as well as on the effectiveness of the accompanying portfolio introduction.

As the semester continues, I will provide more detailed information for each assignment.

**Grade Distribution:** 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

**Course Methods/Policies:**

This is not a lecture course; rather, class will be run primarily as a workshop in which you will participate in all stages of the writing process from generating ideas to drafting and revising, to editing and proofreading. You are required to share your work with, and provide feedback to, your classmates. Please arrive to class on time, shut off and put away all electronic devices, and be prepared to interact respectfully with fellow writers.

***Peer Response/Revision Workshops:*** Before each paper is due to me, we will have in-class peer response workshops to help your drafting of essays. You will be required to bring in 3 copies of your essay drafts, and, working in small groups, will read and comment on each other's work. You will then have time to revise your work before submitting it to me. Then, a week or so after I respond to your essays, we will have revision workshops to help your portfolio planning. For these workshops, you will be required to bring in 1 copy of your original draft and the copy with my comments. (Again, you should get in the habit of saving all your work, so for the revision workshops you do not need to print out new copies of old work; just bring in the previous week's work.) Participation in workshops is a mandatory part of class work, so please come prepared.

***Portfolios:*** This course requires you to submit a writing portfolio at the end of the semester. You will choose three papers from the four you will have written throughout the semester and revise them according to class exercises as well as peer and instructor feedback. In addition, you will write a 1-2 page reflective introduction to your portfolio. For each individual project we

work on throughout the semester, you should save all related work. Keep copies of drafts, notes, outlines, peer response comments, and my comments to help organize your selection and revision of portfolio materials. Throughout the semester, we will use your works for in-class exercises with revision and portfolio planning. *Please note: Regardless of which three papers you choose to include in your final portfolio, you are required to complete all four papers-in-process in order to pass the course. You cannot skip a project and plan not to choose that in your portfolio.*

**Conferences:** During the semester, I will meet individually with each of you to talk about your writing progress and plans for portfolio revisions. You will know your assigned meeting time(s) in advance, and attendance is mandatory.

**Attendance:** Participation in class discussion and exercises is crucial to your success in this course, and you do need to be here (and prepared) in order to participate effectively. I will take attendance at the start of each class. There are no “excused absences,” but you are allowed two (2) absences without penalty. If you do need to miss a class, you are still responsible for any material or information you miss—absence does not mean extension or exemption. You should check with classmates for any missed materials, announcements or assignments.

Repeatedly arriving late and/or leaving class early will affect your attendance/participation grade, as will unauthorized use of any electronic devices during class. Note: Arriving late or leaving early twice will equal one absence.

**Missed/Late Work:** In-class writings and workshop exercises cannot be made up. Papers will not be accepted more than 24-hours late, and will receive a 2-point reduction from the papers-in-process points system. I do not assign any make-up or extra credit work.

**Formatting:** All essays (even rough drafts) must be word-processed/computer generated, using 1” margins, double spacing, and 12-point Times New Roman font. In the upper left hand corner of the first page, include your name, class name, my name, and the date the paper is due, single-spaced, and then put your report title (you should always have one) in the center of the first line, without quotation marks, italics, or underlining. Number subsequent pages with your last name and the page number in the upper right corner. Do not skip an extra space between paragraphs (please check your default settings).

**Academic Integrity:** You are expected to adhere to fair usage standards for composing original papers and documenting sources. This course requires MLA format for citing sources. These guidelines are included in the handbook, and will be a part of course instruction. You should familiarize yourself with the University's policy on academic dishonesty, which can be found at: ([http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)).

I will report cases of plagiarism and cheating to the Provost’s Office, according to University policy.

**Accommodations:** In accordance with University policy and the ADA, I will provide accommodation for students with documented disabilities. If you have a disability, please contact the Office of Disability Services as soon as possible, and inform me of any special needs before

the end of the second week of classes. Disability Services is located in Cumnock Hall, C6, x4574, email: [disability@uml.edu](mailto:disability@uml.edu).

***The Write Place:*** Recognizing and utilizing all of the resources available to you is an important part of the writing process. The Write Place is one such resource. Located in the Centers for Learning, Southwick 321 (x2292) and the 3rd floor of O’Leary Library (x2941), they provide free tutoring on writing at any stage in the writing process. They will help you generate ideas, organize and revise, understand grammar, avoid plagiarism, or work out other difficulties you may have with your writing. They will not, however, simply proofread, edit, or “fix” your paper for you.

### **Assessment Consent:**

This year, UML’s First Year Writing Program (FYWP) is conducting research on our learning objectives for College Writing. The researchers believe the results of this study will provide critical insight into program efficacy, which will allow for enhanced teaching and learning. For that reason, the FYWP will collect an essay that you write this semester. Because we are looking at an essay already required for your class, this study does not mean any extra work for you, but your essay will provide crucial insight into how our courses work and how we can best serve you and future students at UML.

You should also know that our study will not affect your course grade or your academic record in any way. When it is time to collect your essay, if you agree to have your essay included in the research, you will be asked to make a copy of it for research purposes and your instructor will ask you to remove all the identifying information (your name, the section number, and the instructor’s name) from the paper. Your instructor will then submit your anonymous essay to the researchers. You may choose to be excluded from the study by not submitting an extra copy of the essay with identifiers removed. Also, we cannot use samples from students who are not at least 18 years old. If, when the samples are collected, you are under 18 or you do not want to participate, please do not place your essay in the collection envelope.

If you have any questions about this study, please feel free to contact the FYWP at 978-934-4186. Thank you for your help!

### **Course Schedule:**

Please note that the following schedule is subject to change. Changes will be announced in class and via email. You must check your UML email regularly. Additional short readings and writing assignments may be provided in class. Note also that the workshop nature of the course may make additional short homework assignments necessary. I might, for example, ask you to complete an exercise we begin in a Tuesday meeting by our Thursday meeting. This will never be the case with the longer essay assignments, only short exercises.

*NFG* refers to the *Norton Field Guide*, and *PH* refers to the *Penguin Handbook*. Assignments are due on the dates they are listed below. Please bring the book(s)/handout to class whenever a reading is due.

**SEPTEMBER:**

- 6 introduction to course; diagnostic essay writing (in-class)
- 11 chapters 1-5, *NFG*, and chapters 1-3, *Townie*
- 13 *NFG* pages 324-337, 343-351
- 18 discovery drafts of profile due; chapters 4-6, *Townie*
- 20 first draft of profile due; peer-response in class
- 25 editing exercises, bring *PH*, and a copy of your draft thus far
- 27 revised drafts due; first set of paper presentations; chapters 7-9, *Townie*

**OCTOBER:**

- 2 *NFG* chapter 15, chapters 10-12, *Townie*
- 4 “Us and Them,” p. 802, and “Our Mother’s Face,” p. 826 (*NFG*)
- 9 editing exercises, bring *PH* and a copy of your draft thus far; chapters 13-17, *Townie*
- 11 first draft of memoir due for peer-response
- 16 revised draft of memoirs due; second set of presentations
- 18 portfolio planning and revision workshop, *NFG* chapter 7 and pages 278-282; chapters 18-21, *Townie*
- 23 CONFERENCES
- 25 CONFERENCES
- 30 “Parallel Worlds,” p. 598, and “Lurid Numbers,” p. 604, *NFG*

**NOVEMBER:**

- 6 “Victory Speech,” p. 610, *NFG*
- 8 first drafts of analysis due for peer response
- 13 editing exercises, bring *PH*, and a copy of your draft thus far
- 15 revised drafts of analysis due
- 20 *NFG* chapter 12, “No Keyboard? And You Call This a BlackBerry?” p. 719, and “007 Is Back, and He’s Brooding,” p.
- 22 No class: Thanksgiving
- 27 first draft of evaluation due for peer response
- 29 revised draft of evaluation due; presentations

**DECEMBER:**

- 4 Revision and reflection; bring all drafts
- 6 Portfolio planning workshop continued
- 8 **Portfolios due**