



Department of English Intensive Writing Lab (IWL)

42.101SI.207

Fall 2013

Thursday 2:00-3:50

Instructor: Jim Worthley

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Office Hours: My office hours are Monday and Wednesday afternoons from 3:30 to 4:30 and Thursday 4:00 to 5:00 in room 301 of the Lydon Library. I am also available by appointment.

Required Text: *Writing Academic English* by Alice Oshima and Ann Hogue, 4th edition, ISBN: 9780131523593. Purchase a new hard copy of the current edition of the book. We start using the textbook the second week of class; purchase your copy before then. Also, because we will be working on the exercises provided in the book, do not rent the book and do not purchase a used copy, an online version, or previous edition of the book. I also expect you to have available a comprehensive writing handbook (one should have been assigned for your CWI class) and a good dictionary.

Purpose and Outcomes for IWL

Writing is one of the most important skills you will gain from your college education. In practical terms, the ability to organize and communicate ideas through writing is vital both for academic success and for professional success after you graduate. On a personal level, writing can be a satisfying way to express yourself.

Based on our evaluation of your writing, the faculty and staff of the First Year Writing Program believe you will benefit from the type of writing practice we offer in IWL. In IWL, we will dedicate almost two hours each week to practicing the fundamentals of academic writing so that you can write more effectively. The learning outcomes for IWL include the following:

- Improve your ability to control your language and ideas to produce clear, effective writing.
- Practice supporting and developing ideas logically and completely.
- Review relevant principles of grammar, mechanics, and style and practice identifying these issues and editing them in your own writing.
- Explore your role as a participant in an academic community of writers.
- Use feedback from the instructor and your peers to improve your writing.
- Connect with campus resources—particularly peer tutoring services—that will support your writing going forward.
- Exit the course with both an awareness of your strengths and weaknesses as a writer and also the self- assessment tools necessary to continue on successfully in your writing career.

Grading

- 30% – Written Assignments and Quizzes
- 20% – Attendance, Timeliness, and Textbook
- 20% – Active Participation
- 15% – Mid-Term Assessment
- 15% – Final Assessment

Grading Scale

93-100.....A	80-82.....B-	67-69.....D+
90-92.....A-	77-79.....C+	63-66.....D
87-89.....B+	73-76.....C	0-62.....F
83-86.....B	70-72.....C-	

Written Assignments and Quizzes: IWL is a supplement to your College Writing course, and the work of IWL takes place within the 110 minutes we have set aside each week. Some of the work we do in class will be graded and some will not. The graded written assignments and quizzes assess your mastery of the course material and they are also tools to support your learning. You must be in class to earn credit for the graded written assignments and quizzes: I do not provide make-ups for missed homework assignments or quizzes.

Attendance, Timeliness and Textbook: Every class you have the opportunity to earn 100 points towards your *Attendance, Timeliness, and Textbook* score. The following table summarizes the scoring:

	Bring Textbook	No Textbook	Absent
On Time	100 pts.	75 pts.	–
Late	75 pts.	50 pts.	–
Absent	–	–	0 pts.

Bringing your textbook to class is worth 25 points, arriving on time is worth 25 points, and your attendance is worth 50 points. Therefore, if you are absent from class, you earn zero points. Your *Attendance, Timeliness and Textbook* score is worth 15% of your final grade.

I do not distinguish between excused and unexcused absences. Even when absences are due to circumstances beyond your control (for example, an illness, car accident, wedding, family reunion, funeral, etc.), they count as absences. The reason I have this policy is because after students have missed too many classes, they have done insufficient work to earn credit for completing the course. It is important to me that you attend class and stay in touch with me. If you know you are going to miss a class, as a courtesy let me know in advance. For an unplanned absence, check in with me about it as soon as possible.

In addition, because IWL meets only 13 times during the semester, it is the policy of the First Year Writing Program that missing more than two classes of IWL earns you a failing grade for the course. If you fail IWL (whether as a result of excessive absences or for another reason), you will be required to retake the course in the spring semester. You can have no more than two absences, so reserve them for emergencies only.

Active Participation: I expect your active participation in class. Every class you have the opportunity to earn 100 points towards your *Active Participation* score. Attending class, doing class assignments, and answering and asking questions are all ways to actively participate. I also expect you to voice your opinions, to give and receive constructive criticism, to “publish” your writing, and to collaborate with others. If you are unaccustomed to speaking in front of others, at times it may be challenging for you to actively participate. But as with other skills, with practice you can gain confidence and proficiency. The skills associated with active participation are important to master, so let’s agree to make our class a safe place for us to practice them.

Mid-Term and Final Assessments: The mid-term and final assessments assess your mastery of the course material. In class, I provide a detailed description of the content and structure of each assessment the week prior to the assessment. Both assessments are completed during class time: the mid-term is scheduled for October 17 and the final is scheduled for December 5 (the final assessment does not take place during the final examination period; instead, it takes place during the last class of the semester).

Classroom Conduct: In all classes at UMass Lowell, students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom. Examples of inappropriate behavior include: carrying on conversations while faculty is lecturing or giving instructions, text messaging, listening to music, cell phone use (other than the campus alert system), late arrivals, early departures, use of laptops for other than class purposes, disrespectful comments or behavior, intentional disruptions, and failure to follow faculty directives. Students in violation of these standards may be asked to leave class and/or be referred to the Dean of Students for disciplinary action.

Support for You: Balancing academics, work, and a personal life is challenging, and as the semester proceeds, you may begin to feel overwhelmed. If you ever feel overwhelmed in IWL, please speak with me about it. I am a resource for you: I can go over course material with you and can help you to brainstorm ways to be more successful in the course.

In addition, the University provides several support services that you may find to be helpful to you. The Counseling Center (<http://www.uml.edu/student-services/counseling/>) provides services to support your personal and academic success, including counseling, consultations, and referrals. The Centers for Learning and Academic Support Services (<http://class.uml.edu/>) has resources to support your academic success, including tutoring in writing.

In accordance with University policy and the Americans with Disabilities Act, I will provide accommodation for students with documented disabilities. If you have a disability, please contact the Office of Student Disability Services as soon as possible. Their office is located at Cumnock Hall Suite C4 (on North Campus), phone: 978-934-4574, e-mail: disability@uml.edu. Note: disability documentation is confidential.

Academic Honesty: If you turn in an assignment that is not your own work, you will receive a failing mark for that assignment. If you engage in academic dishonesty, I, at my discretion, may give you a failing mark for the course. The University’s policy regarding academic dishonesty may be accessed via the following link: <http://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx>.

Class Schedule

This schedule provides an overview of the pace of the course. Please note that this schedule is subject to change.

- Week 1/Sep 5 – Assessment, syllabus review, the writing process
- Week 2/Sep 12 – Chapter 1: Paragraph Structure
Chapter 10: Types of Sentences
- Week 3/Sep 19 – Chapter 2: Unity and Coherence
Chapter 10: Types of Sentences
- Week 4/Sep 26 – Chapter 3: Supporting Details
Chapter 11: Parallel Structures and Fixing Sentence Problems
- Week 5/Oct 3 – Chapter 4: From Paragraph to Essay
Chapter 12: Noun Clauses
- Week 6/Oct 10 – Chapter 5: Chronological Order
Chapter 12: Noun Clauses
- Week 7/Oct 17 – **Mid-term Assessment**
Chapter 13: Adverb Clauses
- Week 8/Oct 24 – Chapter 6: Cause/Effect
Chapter 13: Adverb Clauses
- Week 9/Oct 31 – Chapter 7: Comparison/Contrast
Chapter 14: Adjective Clauses
- Week 10/Nov 07 – Chapter 8: Paraphrase and Summary
Chapter 14: Adjective Clauses
- Week 11/Nov 14 – Chapter 9: Argumentation
Chapter 15: Participle Phrases
- Week 12/Nov 21 – Review for Final
Chapter 15: Participle Phrases
- Week 13/Dec 5 – **Final Assessment**