

College Writing I (42.101)

Schedule: WF 11:00am-12:15pm, O'Leary 329.

Instructor: Dr. Ashlie K. Sponenberg

Contact Info: Via Blackboard messaging at <https://uml.umassonline.net>. (See http://help.blackboard.com/student/Content/student/student_tools_messages.htm for instructions; please do not use my campus e-mail for course-related communication.)

Office Hours: T/Th, 11:00am-12:00pm, Falmouth 301 and W/F, 12:30-1:30pm, O'Leary 476.

Syllabus Contents:

Course Description & Objectives.....	1
Policies & Requirements.....	2
Further Help.....	5
Grading & Rubrics.....	6
Semester Schedule & Deadlines.....	8

Course Description:

The writing expected of you in college will function much like the writing you produce as a professional after college: it must be clear; convey sophisticated, original, critical thought; provide thorough explanations; ground its ideas in research and data evidence; document its source material correctly and honestly; communicate in a tone appropriate to the audience and occasion; be cleanly edited; and situate itself among the texts, concepts, and vocabulary appropriate to your discipline. Such skills are necessary in all forms of adult communication in order for your words, thoughts, and arguments to be taken seriously. In this course, College Writing I, you will be introduced to a writing process that develops your skills in critical reading, careful engagement with sources, drafting, revision, and peer-editing--skills that will strengthen your written communication overall.

This semester, your writings will center around topics pertinent to *Townie*, UML's Common Text for Fall 2012. You will consider this book alongside other, shorter examples of "lifewriting," texts that take their content from private life. These will include other memoirs as well as diaries, personal essays, reportage (personal journalism), and student blogs produced for this course. Your papers, and all stages of the writing process that lead up to them, will rely on analytical responses to these texts, and you will learn how intimately writing--even down to the way you take notes--is bound up with the development of the sophisticated and original prose that will be required of you throughout your UML career and beyond.

Course Objectives:

Students will learn a total writing process that includes drafting, revising, editing, and proofreading and asserts that multiple drafts always enhance the final written product. You will improve the clarity, purpose, audience awareness, and sentence style of your work across multiple drafts by working collaboratively with classmates, giving and receiving useful feedback and then revising your work based on those comments. You will consider different rhetorical situations and produce expository essays that deploy their most appropriate and effective rhetorical strategies (such as proper structure, genre, modes of audience address, and argumentative conventions). You will hone critical reading and thinking skills as you develop original concepts. Your papers will integrate those original thoughts neatly and productively with the words and ideas of others according to the conventions of academic honesty and integrity. You will review aspects of grammar, mechanics, and style. You will write consistently in various forms including short responses, blog entries, summaries, drafts, peer responses, and revisions, culminating in a portfolio of four formal essays. You should exit the class with an awareness of your strengths and weaknesses as a writer and feel that you possess the self-assessment tools necessary for continued improvement. You will emerge as a participant in an academic community with a sense of how writing may be employed throughout your college career and beyond.

Policies and Requirements

Required Textbooks, Readings and Materials:

You must purchase two textbooks from the university bookstore, and all other readings will be distributed as PDFs or links via the Unit folders on Blackboard:

- 1) Bullock, Richard and Francine Weinberg, eds. *The Little Seagull Handbook*. New York: W. W. Norton, 2011.
- 2) Dubus III, Andre. *Townie*. New York: W. W. Norton, 2011.

You **MUST** bring whatever texts are assigned (*Townie*, *Little Seagull Handbook*, and Blackboard readings), a notebook (with pages you can tear out), and pens/pencils with you to every class.

Other requisites for the course: DAILY Blackboard and internet access. Readings are distributed via Blackboard, and you will frequently access, and contribute to, the class blog site.

Attendance:

College Writing I is a workshop, activity-, and discussion-based course, so you must attend all classes in order to fulfill its requirements. Some absences, however, are unavoidable and you are permitted TWO over the course of the semester. Please note that these are NOT two "free days." Save them for illness, family emergency, jury duty etc. Absences in excess of the two permitted cause the incremental reduction of your final grade in the course, and at six absences you automatically fail the class.

Attendance is taken at the start of every class meeting, and students whose success in the course is endangered because of excessive absence will be notified electronically (see box at right). This mandatory attendance policy remains in effect regardless of any reason for your absence, and regardless of documentation (doctor's notes, notified absences from the Dean of Students, etc.). UML athletes traveling out of town, students with chronic medical conditions, and students who need to miss for religious observation should speak to me.

How does this affect my grade?

Your "Participation and Preparation" grade records whether or not you came to class every session with the required materials; failure to bring texts and writing instruments lowers that grade. Your active participation in the class blog receives a separate grade. If you are ever absent from class, it is still your responsibility to access readings on Blackboard, to keep up with any homework assignments made via Blackboard, and to turn in graded work via Blackboard as required; absence from class is never an acceptable excuse for missed work--in that sense, daily internet access contributes largely to your success in this class.

How does this affect my grade?

Two absences: You will receive electronic notification that you've reached the maximum number of absences permitted for the semester.

Three absences: Notification that your final grade will be dropped 1/3 of a letter (for example: B to B-).

Four absences: Notification that your final grade will be dropped half a letter (B to C+).

Five absences: Notification that your final grade will be dropped a full letter (B to C).

Six absences and more: Notification that you have failed the course.

Notices are also sent to advisors in the Centers for Learning who may contact you with support and advice.

Participation and Preparation:

This is a small, activity-centered course, and your active participation in, and preparation for, every class meeting is also a graded requirement. "Preparation" includes arriving with all the necessary books and materials (see above) as well as the careful reading and annotation of texts and the full completion of any written homework assignment FOR THE DAY IT IS DUE. You should expect to be called on at least once per class session to take part in a discussion as well as to participate actively in small-group exercises. You will also produce some piece of writing every class session. These oral and written components comprise the "Participation" aspect of this grade. It will be apparent (to me and to your classmates) if you have not come to class prepared and ready to work, and your "Participation and Preparation" grade will reflect the standard effort you put into this aspect of the coursework.

Disruptive behavior also negatively impacts your "Participation and Preparation" grade in the class. Disruptive behavior includes arriving late, holding conversations not related to class activities, sleeping, inattentiveness (especially when your classmates are working hard to keep a relevant conversation afloat), and cell phone use in class. NOTE: LAPTOPS AND CELL PHONES MUST BE SWITCHED OFF AND STOWED FOR THE ENTIRE CLASS PERIOD.

Moreover, your behavior must adhere to a standard of respectful professionalism and courtesy; interruptions, refusal to let others speak, rudeness, antagonistic and disrespectful comments, and threatening behavior are not tolerated and can result in your permanent removal from the classroom. UML's "Student Conduct Code and Discipline Process" governs the behavior of our students to allow for a safe community conducive to learning. See "<http://www.uml.edu/student-services/reslife/policies/conductcode.html>".

Academic Honesty:

Every student should review the University's academic dishonesty policy at "http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm", which states that "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...[which] 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, in full or in part, by someone else. We will work this semester on recognizing and avoiding plagiarism--including accidental (or unintentional) plagiarism.

How does this affect my grade?

Four points: Student is always on time, always prepared and attentive, participates meaningfully every class period, and is supportive and helpful during group activities including peer-review. Exemplary participation all semester long.

Three points: Student is late no more than twice, always prepared and attentive, frequently participates meaningfully in class discussion, and is supportive and helpful during group activities inc. peer-review. Good participation all semester.

Two points: Student is late no more than twice but is sometimes not prepared and attentive and only occasionally takes part in class discussions. Contributions to group activities are cursory. Student is not disruptive, but not an active part of the class on some occasions. Fair participation.

One point: Student is frequently very late (misses 15 or more minutes of class), often shows evidence of being unprepared, has wandering attention, is only a cursory contributor to group work, and receives a warning for mildly (non-threatening) disruptive behavior. Poor participation.

Zero points: Student is often very late, is rarely prepared, misses peer-review workshops, and is disruptive after a warning and/or to the point of endangering the performance of classmates.

How does this affect my grade?

For a first instance of intentional plagiarism, a student receives a zero on the assignment with no chance of resubmission. Any subsequent instance results in a final grade of "FX" (non-deletable failure).

Deadlines:

There are two kinds of deadlines in this course. The first is for work that is “on time or not accepted.” That includes homework assignments due in class, peer-review workshops, blog entries (assessed once a week), in-class writing assignments, **and the fourth major paper (due during the exam period)**. This kind of work is part of the class’ ongoing writing process and is usually necessary in order for a certain in-class activity to proceed; after the class period or day on which it is due, you will not receive credit for it. *Note that if a homework assignment is due to be handed in as a printed document in class, printer failure is not an accepted excuse for missing the deadline. Leave time to print!*

The second kind of deadline, “late work accepted with penalty,” applies to your first three major papers, which are always due for electronic submission via Blackboard at 5:00pm, after which time your grade starts to drop.

Other Class Policies:

Office hours and paper consultations: Students are welcome to attend my weekly drop-in office hours without an appointment for any kind of help related to coursework. In the days leading up to paper deadlines, I also offer extra office hours by appointment in lieu of class meetings. I am happy to address any questions you have relating to our class. *I do not, however, edit papers for you, even in paper consultation appointments.* I expect you to come to office hours and paper consultations just as prepared as you would to any class meeting; this means that, if you want help with a paper, you bring in a clean, printed copy for me and a marked-up copy of your own so that we can address specific issues that *you* have taken the time to identify in your work. Otherwise, all the thinking--and all the *learning*--happens in my head, when it should be happening in yours. Office hours should be active discussions between student and teacher, not sessions where the teacher edits and the student waits for her to finish the work! So, always come to office hours prepared to *work with me*.

Communication: Remember always to use Blackboard’s messaging system to contact me with questions outside of class. I reserve my campus e-mail account for conducting department and university business and do not use it to communicate with students. Think of your communication with me as any other professional piece of writing and use an appropriate style: give your message a subject heading, use a standard greeting, and sign the e-mail with your name. If your question can be answered by reading the syllabus or checking the class blog, then I’ll most likely ignore it; if I’ve already provided you with the answer in one of those other official formats, I am not going to provide it yet again in an e-mail.

Paper formatting: We will review paper formatting guidelines (font size and style, margin sizes etc.) before the first major paper deadline. There are also correctly formatted templates available for you to download from our “Course Information” folder in Blackboard. **Incorrectly formatted work will be returned to you and a late penalty applied for the time it takes you to reformat your paper correctly and resubmit it.** This policy ensures that no students are using broadened fonts, enlarged punctuation marks, and 3” margins to avoid writing as much as their classmates.

How does this affect my grade?

All “on time or not accepted” work, with the exception of blog entries, is assessed as part of your four-point Participation and Preparation grade. Blog entries receive a separate 4-point grade as explained later in the Syllabus.

For your “penalized” major papers, which are also marked on a four-point scale, your grade loses 1/2 point if it arrives after 5:00pm on the due date. (Even 5:01pm is late and will receive that deduction.) Your grade then loses a full point for every day it is late beyond the deadline day; papers that are so late as to earn zero points can still receive feedback by office appointment.

First-Year Writing Assessment Project:

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!

Further Help**Accommodations:**

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible after the first class meeting so that we might make appropriate arrangements. Visit the Student Disability Services webpage at "<http://www.uml.edu/student-services/disability/default.aspx>" for further information.

Writing Assistance: The Write Place, located in the Centers for Learning, Southwick 321 (x2292) and on the 1st 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. If you think you will need help with a paper, make an appointment as soon as you can—The Write Place assists everyone from freshmen to graduate students and tends to fill up quickly.

Tutors follow guidelines that are similar to mine in office-hour paper consultations: **they will not simply edit and proofread a paper for you.** You should always come prepared to meet your tutor with a set of specific issues and questions in mind. Always bring the assignment sheet (and rubric, if available) with you to the appointment. *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/>.

Grading and Rubrics

Graded Course Components:

All course components are graded on a 4.0 scale as indicated in their individual rubrics (see p.3 for "Participation and Preparation" rubric, with other rubrics provided below):

Participation and Preparation:	10% of semester grade
Class Blog:	10% of semester grade
Four Major Papers:	20% of semester grade <i>each</i>

Numerical and Letter Grade Equivalents:

The weighted grades above will comprise your final grade in the course on the same 4.0 scale used by the Registrar to tabulate letter grades for undergraduates. Remember that final grades in the course will be lowered in all cases of excessive absence (see p. 2 for explanation):

(No A+)	3.3 = B+	2.3 = C+	1.3 = D+	0.0 = F
4.0 = A	3.0 = B	2.0 = C	1.0 = D	
3.7 = A-	2.7 = B-	1.7 = C-	(No D-)	

Rubric for the Four Graded Papers:

The following rubric 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. Papers will be graded according to where they seem to fit most in terms of content, organization, style, and grammar. (Remember that paper grades are lowered incrementally for lateness so that, in some instances, decimal points will reflect deductions made to the flat scores indicated below.)

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.

Rubric for the Class Blog:

4--Outstanding Work: Entries read overall like miniature essays, being well-composed and edited and containing a clear thesis or purpose. Any links or media provided contain insightful reflection or contextualization from the student. Consistent effort was made to document all external sources in MLA format. The blog works overall as a standalone resource that will contribute excellent material to papers 3 and 4. No entries were missing, and no more than one entry was posted late.

3--Good Work: Entries are always purposeful, but may not be as tightly composed and edited as Level 4 entries. Links and media may occasionally be included without much reflection from the student, but those sources are all documented. The blog's content will serve as a compelling basis for papers 3 and 4. No more than 2 entries were posted late, and no entries were missed.

2--Adequate Work: Entries are occasionally mundane or cursory in content, fulfilling the deadline requirement but not generating as much interesting material as they could for papers 3 and 4. Editing errors are frequent. External links and media are occasionally incorrectly cited and often lack insightful reflection or contextualization from the student. Up to 4 entries are posted late, and 1 was missed altogether.

1--Unsuccessful Work: In this instance, the blog assignment was frequently ignored (5 or more are late and 2 were missed altogether). Content is cursory: mundane, not insightful or reflective, and rarely showing evidence of the level of thought necessary as the basis for papers 3 and 4. Proofreading and editing errors are present in most entries. Links and media often lack citation and reflective context.

0--Blogs will receive a zero for instances of plagiarism or if more than half of the entries are missing.

Semester Schedule and Deadlines

This calendar provides **only** the topical units and major assignment deadlines that you need to know this semester. **Daily homework assignments (including short responses, readings, and group activities) will be updated on the class blog after each class meeting.** If you are absent from class, check the blog to find out what you missed AND what is due in the next class period.

A "PRE-UNIT:" BUILDING BLOCKS OF EFFECTIVE WRITING

The first few class meetings will function as a warm-up for the more sustained pieces of writing you produce in the four major papers. We will be reviewing fundamental writing components that may be familiar from high school and using these skills from the outset as the basis for more sophisticated content. This skill practice will be grounded in relevant readings from *Townie*; all the writing exercises in this Unit will not only help you understand the book in terms that matter for this section of College Writing I, but will also serve as preliminary material that can be revised for the first major paper.

- W 09.05 Course introduction: Blackboard and class blogging, reading and writing at the college level, and in-class writing sample. (IMPORTANT: Don't leave class without handing in your writing sample!)
- F 09.07 Using sources: summaries, paraphrases, and quotations.
- W 09.12 Structural elements: paragraphing, topic sentences, and transitions.
- F 09.14 Style elements: voice/tone, verb choice, diction, emphasis, and clarity.

UNIT ONE: INTRODUCTION TO THE WRITING PROCESS

In this unit, we will address methods of *invention*: ways your reading, note-taking, and pre-writing act as the foundation for the smart, sophisticated papers you'll produce in your first assignment. You will venture outside of *Townie* in this unit, reading and responding to excerpts from Patti Smith's *Just Kids* (memoir), Michael Chabon's *Manhood for Amateurs* (biographical essays), and other sources. You will practice several pre-writing techniques that may be new to you, and work on drafting, peer-review, revision, and editing as discrete steps in a writing process that leads towards the polished, coherent, and compelling writing expected from you in college. Your first major paper assignment will be distributed on the first day of this unit, and all lessons in this unit will help you work towards the completion of that paper.

- W 09.19 Complexity: comparing, contrasting, and interpretation.
Paper 1 Assignment distributed in class.
- F 09.21 Analysis: explaining pattern and meaning.
- W 09.26 Methods of pre-writing and invention.
- F 09.28 In-class drafting: bring laptops today if you prefer to compose on a computer.
- W 10.03 Peer-review workshop for Paper 1: bring two printed drafts of Paper 1.
Advice on editing and revision.
- F 10.05 NO CLASS MEETING TODAY: extra office hours held instead, for paper consultation.
- W 10.10 NO CLASS MEETING TODAY: classes operating on MONDAY schedule

***** PAPER 1 IS DUE AT 5:00PM WEDS OCTOBER 10. TURN IN VIA BLACKBOARD. *****

UNIT TWO: ADAPTING THE WRITING PROCESS

In this unit, you will work towards a paper that addresses lifewriting from a different critical angle than did Paper 1, an assignment that requires you to reassess your understanding of your readings and ideas as you integrate them with new readings and concepts. This is a kind of analytical revision that leads to thoughtful, considered writing and shows that your thinking on a topic is becoming more sophisticated. We will apply the same basic writing process learned in Unit One but focus on ways your reading and pre-writing can help you evolve more analytical, more complex ideas. You will be reading excerpts from different types of lifewriting in this unit, including diary entries (Jack Kerouac), first-person reportage (George Orwell), and biography (Kerouac and others). You will also read a scholarly article that addresses the purposes of lifewriting on contemporary social media such as Facebook and Twitter. You are also encouraged to revisit *Townie*, *Just Kids*, and *Manhood for Amateurs* and to reconsider aspects of Paper 1. In other words, your ideas for this paper will not be completely new but will have their foundations in work completed throughout the semester so far.

- F 10.12 Revision as “re-seeing”: the importance of revisiting and reassessing interpretations through new analytical lenses.
Paper 2 Assignment distributed in class.
- W 10.17 Argumentation: defining and clarifying positions, the importance of looking for more than two sides on an issue, arguments between texts versus arguments between you and a text.
- F 10.19 More methods of pre-writing and invention: how to build complexity.
- W 10.24 In-class drafting: bring laptops if preferred.
- F 10.26 Structural revision: when to revise, re-order, and cut for the sake of complexity.
- W 10.31 NO CLASS MEETING TODAY: extra office hours held for paper consultation.
- F 11.02 Peer-review workshop: bring two printed copies of your draft to class.

***** PAPER 2 IS DUE AT 5:00PM MON NOVEMBER 5. TURN IN VIA BLACKBOARD. *****

UNIT THREE: WRITING PROCESS AND THE PERSONAL NARRATIVE ESSAY

This unit will apply all the lessons learned effective lifewriting from the semester’s readings as you draft a personal narrative based on the content of your class blogs. You will use the same writing process as always to help you evolve your own “raw material” (i.e. blog content) into a polished, reflective, thoughtful personal essay. You and your classmates will work together to assess each other’s blogs with the same critical and analytical attention you give to other primary sources; this exercise will serve as another method for inventing a topic, developing complexity, and determining the best structural approach for the essay. We will also address the often difficult nature of internet resource citation as we integrate your links and researched media into the paper. We will also consider how to effectively format a scholarly paper to include graphic elements. You will treat this personal essay as a potential professional writing sample, a piece that showcases your critical, self-reflective, narrative, research, and professional documentation skills to potential employers, internship programs, or graduate programs in the future.

- W 11.07 This semester’s blogs: a review of content so far, dividing class into peer analysis groups.
The personal narrative essay: what it is, what it is not. Bring laptops today if preferred.
Paper 3 Assignment distributed in class.

- F 11.09 Purpose proposal and structural outline workshop: Bring 2-3 printed copies of this document, one to give to the professor for feedback and 1-2 more to share with your peer group for feedback.
Methods for pre-writing and invention: relying on textual and graphic elements.
- W 11.14 NO CLASS MEETINGS ON THESE DATES: one day will be used for paper first-page
F 11.16 consultation and the other for library user training (details to follow).
- W 11.21 THANKSGIVING BREAK
F 11.23 THANKSGIVING BREAK

***** PAPER 3 DUE MON NOVEMBER 26 AT 5:00PM. TURN IN VIA BLACKBOARD. *****

UNIT FOUR: RHETORICAL ANALYSIS AND SELF-REFLECTION

The fourth and final unit, and paper, of the course serve as an opportunity to reflect critically on everything you have learned about lifewriting and the writing process over the course of the semester. You will revisit the first three semester papers while also reconsidering *all* of the semester reading--including blogs written by you and your classmates--in a single critical context. Pre-writing and invention steps for this paper will introduce the idea of rhetorical analysis, a final method for attaining complexity via analytical discussion of structural patterns in an encountered text. You are re-treading a great deal of old ground in this assignment, yet still expected to evolve your ideas in a new, more complex, utterly compelling direction. Your challenge in this assignment will be in harnessing all that previous work into a singular, impressive statement to conclude the semester. This final paper is an exercise in intellectual invention, structural consolidation, and heavy revision, and nods toward the writing process needed for large-scale, cumulative final papers in your future courses at UML.

- W 11.28 Rhetorical analysis: demonstration based on *Townie*, practice with readings, practice with classmate blogs.
Paper 4 Assignment distributed in class.
- F 11.30 In-class pre-writing and drafting: bring laptops if preferred.
- W 12.05 NO CLASS MEETING: Extra office hours for paper or proposal consultation.
- F 12.07 Peer-review workshop: Bring two copies of a draft or first page.

*****PAPER 4 WILL BE DUE VIA BLACKBOARD DURING THE FINAL EXAM WINDOW SCHEDULED BY THE REGISTRAR: THURSDAY, 12/13/2012, 3:00-6:00pm.*****

Updated office hours will be held during exam week for students who wish for final paper consultations.