

College Writing I, 42.101.259
Professor Harriman, Fall 2012
T/R 11:00 – 12:15 PM, PA-417

Contact Information:

Office Hours:

E-mail: Alison_Harriman@uml.edu

T 10:15 – 11:00AM and 1:45-2PM

R 1:45- 2:45PM (exceptions TBA in class) in

FAL 301, and **by appointment**

“The difference between the right word and the nearly right word is that same as that between lightning and the lightning bug.” Mark Twain

Please read this entire syllabus carefully; consider it both a contract and a tool.

Purpose and Goals of the Course: This course will provide you with the opportunity to develop and strengthen your writing and communication practices, and to exercise and improve your analytical skills, including critical reading, logical argumentation, and evaluation. Writing assignments, both formal and informal, focus on the composition process at every level, from prewriting to drafting and from revising to editing. For formal assignments, you will compose rough, revised, and final drafts. You'll learn how to improve your writing in clarity, purpose, and style. You'll get to know your own strengths and weaknesses, and learn how to manage the process to arrive at the best possible results. In class, you will work collaboratively with me and with your peers, giving and receiving feedback and learning how to use others' suggestions to make your writing stronger. You will investigate how to build sound sentences, unified paragraphs, and effective essays. You will also go through a grammar review with packets and quizzes to improve your mechanics. You will work on several types of writing assignments, including short responses, summaries, peer responses, and both long and short essays, during the semester; each has its own purpose and is an opportunity for you to demonstrate your progress as you address a variety of audiences in different rhetorical situations. This means that you will read quite a lot, and write quite a lot. Since reading assignments generate a common body of knowledge for us to discuss and provide models of writing techniques in-class discussions of readings will call for critical comprehension, analysis, and speaking skills. Language growth occurs when we incorporate the speech and ideas of others, so we will engage in meaningful dialogue about assigned readings and peers' writing. In your writing you will strive to effectively and meaningfully integrate your own ideas into an ongoing discourse with intellectual integrity. You'll consider the meaning of plagiarism and learn how to make sure your writing meets the standards of academic integrity. It is my hope that you will come to understand how the work you do in this class is connected to the rest of your collegiate experience and to your general development as an articulate and thoughtful person. Please be prepared to make a significant commitment of your time to work on improving your writing.

Participation: Think of this course as a workshop. Participation in class discussions and group work is your means to express the intellectual work you will do in class. I value participation, and will give high marks in this category only for high achievement. You will need to make a positive contribution to each and every class in order to earn an "A" in participation. Remember that an "average" amount of participation will bring an average grade, which is what the University catalog calls a "C." In order for us to have meaningful discussion, you must be prepared for class, which means that you must **read the texts actively and critically**. Be ready to make a positive contribution to the discourse by offering insights, making connections, or by asking questions. I expect that you will make a serious effort to convert your personal understanding of the material into commentary that benefits the entire class. I also expect you to present your ideas in a manner that encourages other members of the class and respects opposing opinions.

Suggestions about notes: To help you with your writing and your studying, and to improve class discussions in general, I suggest you keep a thorough and organized notebook. Take notes in class. As you read in preparation for class, make notes in the margins of your books, and write major observations and questions in your notebook. Use your notebook as a journal to help you generate topics for writing. Keep copies of your

essays in your notebook or a pocket folder to be brought to class with you each day. These habits will help you when I call on you to speak in class, when you contribute to discussion or group work, when you want to meet with me for a conference, and when you are writing your essays.

Writing assignments: Assignments are due at the beginning of class and must be typed. Revised drafts must reveal actual revision. All rough and revised drafts should meet the minimum length requirements for the assignment or points will be deducted from the final grade. All final essays must meet the minimum length requirement or they fail. Final essays **must be handed in as HARD COPIES on the assigned due date with copies of edited rough drafts and peer editing sheets attached**. Essays not received on the assigned due date earn zeroes. Major essays will **also be submitted to Turnitin.com each time a final essay is due or they will earn zeroes**. Because I seek to be a compassionate and attentive reader of your work, in grading I will always take into consideration the quality of thought behind the writing, the clarity of expression in structure, and the correctness of the prose. Please keep copies of all of your drafts and revisions—everything you write during the course of the semester

Format: For each major assignment, you will be given detailed directions. All writing assignments/homework **will be typed** and double-spaced. Papers must have one inch margins on all four sides of the page. Include your name, class, date, and essay type in the upper left-hand corner of the first page. Your title should be centered on the next line. The title should be original and define your topic. Successive pages must be numbered on the top right hand corner. Please use only Times New Roman (12).

Reading: To get the benefit of the reading, you will need to be an active reader using the ‘PASCARR’ sequence: preview, annotate, summarize, connect, analyze, respond, and review. You will need to think about how the writers have chosen to present their topics. You will need to **read slowly**, and **sometimes more than once** through an essay. You will need to read with a pen or pencil in your hand. You will need to ask yourself questions as you read, and make notes about questions you want to ask me, and note points you want to make in class. You will need to complete all reading assignments on time in order to participate in meaningful discussion.

Quizzes: During the course of the semester, should I find that discussion is flagging or feel that members of the class are unprepared to engage in coursework, I will resort to giving unannounced quizzes along with the announced grammar quizzes. I will **not** give make-up quizzes, but the lowest grade will be dropped.

Conferences: I will attempt to incorporate individual conferences where I feel that they will constitute a good use of both your time and my time. However, should you at ANY point have questions, need additional help, or want to discuss your work or the course material, I will be more than happy to try to help you. Please **make use of my weekly office hours**, listed above. I can be available by appointment before most classes. Individual attention will help you focus your efforts and save your time.

Tutoring: You may seek help from the writing tutors at the **Write Place located in the Centers for Learning: Southwick 321 (x2292) and the 3rd floor of O’Leary Library (x2942)** at any time during the course and at any stage in your writing process. However, you must not expect the tutors to serve as your editors and proofreaders; they are trained to function as guides to your writing process. Keep in mind that while we will work co-operatively and collaboratively in this course, your work is meant to be your own. Maintain the integrity of your writing by establishing limits on the kinds of assistance you employ, whether from the tutors or from others. Please note my policy on plagiarism, below.

Plagiarism: I will not tolerate Plagiarism. When you are writing for this course, save your notes, outlines, and early drafts (which might mean **printing your work periodically**), as I reserve the right to examine those materials should a question of legitimate authorship arise. If you cannot produce documentation of your work upon request, you may be required to rewrite the essay. Papers found to be plagiarized—**either intentionally or through carelessness**—will receive a grade of zero, which will be factored into the final course grade. Such papers may not be rewritten. **Please make sure you are thoroughly familiar with the various definitions of plagiarism, which include handing in work not your own, failing to appropriately cite**

others' intellectual property, and inappropriately paraphrasing information or ideas from other sources. Familiarize yourself with the University's policy on academic dishonesty.

Late work, extensions: All homework assignments are due on the designated due dates. If you must be absent, email homework before class, as I do NOT accept late work. **Rough and revised drafts are due on the assigned due dates.** You will lose 10 points from the final essay if they are late. All final **essays are due on the assigned due dates. Late papers will receive a grade of zero.** This includes papers turned into my mailbox on the due date; hand in your work in class. I will give short extensions on the major writing assignments, provided that you request the extension **at least two days before the due date.** Taking an extension will reduce your grade on the assignment by a letter grade, and I will not accept papers after the extended due date. **All four major essays must be completed in order to pass the course.**

Attendance and lateness: Attendance is required. Since much non-repeatable work is done in class, each student is allowed **two (2)** excused/unexcused absences. The third absence will deduct 10 points from the final grade. The **fourth absence will result in course failure.** Three late arrivals will count as one absence. Since late work will not be accepted, missing class, or habitual lateness, will radically reduce your course grade. Consideration will be given to students who promptly document legitimate, unavoidable absences, such as jury duty or personal medical emergencies. If you find that you cannot avoid missing consecutive classes, please **notify me as soon as possible.** Attendance will be taken daily and your record will be a factor in deciding a borderline grade. Your attendance is also reported to the University weekly.

Required Texts: These are available at the UML Bookstore on North campus:

Glenn, Cheryl. *Making Sense, Third Edition.* Boston: Bedford/St. Martin's, 2005. ISBN-13: 978-0-312-60151-5.

Dubus III, Andre. *Townie.* New York: WW Norton and Co., 2011.. **Provided by UML.**

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual,* 6th edition. Boston:Bedford/St. Martin's,2012. ISBN978-0-312-54254-2.

You will also need a good dictionary. I will hand out supplemental materials in class.

Types of Essays

Essay 1: Description (3 pages)

Essay 2: Process (3-4 pages)

Essay 3: Compare/Contrast (3-4 pages)

Essay 4: Argument. (4-5 pages)

Reflection: (1-2 pages)

Five short '1-2 page' essays - counted as one formal essay

Essay Deadlines and Percentage of Final Grade

Essay 1: due 10/11/12

Essay 2: due 10/23/12

Essay 3: due 11/13/12

Essay 4: due 12/06/12

Short essays

Portfolio Reflection due 12/04/12

Essay 1: 10% of Final Grade

Essay 2: 10% of Final Grade

Essay 3: 10% of Final Grade

Essay 4: 20 % of Final Grade

Essay 5: five shorter essays 15%

Final Exam: 15 % of Final Grade

Portfolio Reflection: 5 % of Final Grade

Short assignments/ exercises/ class

participation/HW/quizzes (15% of final grade)

Grading Scale:

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

.All other writing assignments, in class and as homework, will be graded with a check minus, check, check plus system. A CHECK roughly equals a B; a CHECK PLUS an A; a CHECK MINUS a D; zero is self-explanatory.

Assessment Project Informed Consent Statement:

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!

Revision opportunity: During the semester, you will have the opportunity to revise one (1) essay that received a B or less in order to add 5-20 gradepoints to that grade, not to exceed a 95. Requests to revise an essay must be made during my office hours or by appointment within one week of receiving your grade on the assignment. In order for your request to be granted, you will need to present your plan for significant revision.

Classroom courtesy: In this class, and in all classes at the University of Massachusetts, 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: 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, 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.

Accommodations: The Centers for Learning and Academic Support Services provide many resources, including tutoring in writing: <http://class.uml.edu/>. 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. Please note that their office has moved to NORTH campus, Cumnock Hall C6, phone: 978-934-4574, e-mail: Disability@uml.edu. This documentation is confidential.

Semester ESSENTIAL QUESTIONS:

How do critical reading skills help you to write more effectively?

What is the power of words and what can happen when people voice their opinions?

What is the meaning and value of literacy?

How is the pen mightier than the sword?

College Writing I	Class Schedule	Fall 2012
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DATES	ASSIGNMENTS	DUE DATES
Week 1 (9/6)	Introduction to course. HW: Read and write response essay to Rosenblatt's essay- "I Am Writing Blindly." Read syllabus and write down any questions. In <i>Making Sense</i> (MS) Read pp. 3-36 and take notes.	DUE 9/11
Week 2 (9/11)	Discuss critical reading, writing process, and Rosenblatt. Read Leger in class. HW: MS read and annotate Chap. 2- Narration- pp. 45-63. Type a narrative paragraph based on your selected "Try Your Hand" (p.51, or 54, or 60). Read Malcolm X pp. 68-72; answer #1 under Larger Issues. (All homework is TYPED.)	DUE 9/12
(9/12)	Discuss Leger and Malcolm X. HW: In MS read and annotate Chapter 2- Description-pp. 119-141 and Rember pp.142-146; answer #1 Lg. issues. Compose and type a short answer to the following: How did Leger and Malcolm X each gain power in their lives? Research assigned group project topics on issues related to <i>Townie</i> .	DUE 9/18
Week 3 (9/18)	Groups meet to prepare presentations. HW: Read Orlean pp. 148-158; answer #3 Lg. Issues.	DUE 9/20
(9/20)	Presentations begin. Discuss Orlean. HW: Write rough draft of descriptive essay. Bring two (2) copies to class. Read chaps. 1&2 (pp. 3-38) in <i>Townie</i> . Type a response to the following question: How do parenting and home location affect Andre's lifestyle and self-image?	DUE 9/25
Week 4 (9/25)	Descriptive rough draft due (2 copies.) Finish presentations. Discuss <i>Townie</i> . HW: Read <i>Townie</i> - "chaps. 3 & 4 (pp.39-79), Type a response to the following question: How do the men in Andre's life affect how he thinks about himself and how he acts?	DUE 9/27

(9/27)	Discuss <i>Townie</i> . Read Parker essay in class. HW: In <i>MS</i> read and annotate Chap. 7- Process pp. 405-422. Read Lamott pp. 442-445; answer #3 under Rdg. Closely. Read pp. 447-452- Mitford- answer # 3 under Rdg. Closely on your own (not in groups). Write a one/two page essay, using Parker and Dubus, describing how rural and suburban poverty are different and in what ways they are the same. (Counts toward an essay grade) *1	DUE 10/2
Week 5 (10/2)	Discuss process. Short essay # 1 due. HW: Write revised draft of description essay- 2 copies. Read Douglass essay- handout. Type a list of the actual steps FD goes through to gain his literacy.	DUE 10/4
(10/4)	Revised draft description essay due (2 copies). Discuss Douglass. HW: Write rough draft of process essay. Read <i>Townie</i> chaps. 5 & 6 (pp.80-137). Type a response to the following question: How does discipline improve Andre's life and lack of discipline impair his life?	DUE 10/9
Week 6 (10/9)	Rough draft process essay due (2 copies). Discuss <i>Townie</i> . HW: Write final draft of description essay Write a one/two page essay describing your own road to literacy. (Counts toward an essay grade) * 2	DUE 10/11
(10/11)	Final description essay due with purple edited rough and peer sheets. Short essay # 2 due. Read Kimmel in class. HW: Read <i>Townie</i> - chaps. 7, 8, &9 (pp.138-181). Type responses to the following two questions: 1. How do Andre's beliefs about manhood affect him? 2. What is Pop's portrayal of manhood?	DUE 10/16
Week 7 (10/16)	Discuss <i>Townie</i> . HW: Write revised draft of process. In <i>MS</i> read Chap.6- Compare/Contrast pp.341-359; pp. 360-63 Britt- answer Rdg. Cl. #1; pp.375-379 Tannen - answer #2 under Rdg. Clos.	DUE 10/18
(10/18)	Process revised draft due (3 copies.) Discuss compare/contrast. HW: Write final draft of process essay. Read <i>Townie</i> - chaps. 10 & 11 (pp.185-229). Type response to the following: What are Andre's various attitudes toward fighting and masculinity?	DUE 10/23

Week 8 (10/23)	<p>Process final essay due with purple edited rough and peer sheets. Read Theroux "Being a Man" and discuss <i>Townie</i>.</p>	
(10/25)	<p>HW: In <i>MS</i> read Jones pp.392-399; answer #1 under Lg. Issues. Write a one/two page C/C essay using Theroux and Dubus to explore writers and masculinity. (Counts toward an essay grade) * 3</p>	DUE 10/25
(10/25)	<p>Short essay #3 due. HW: write rough draft of compare/contrast essay. Read <i>Townie</i>- chaps. 12 & 13 (pp.230-275). Type a response to the following 2 questions: 1. What conclusions does Andre start to draw about finding purpose in his life? 2. What contrasts does he see between himself and Pop?</p>	DUE 10/30
Week 9 (10/30)	<p>Compare/contrast rough draft due (2 copies). Discuss <i>Townie</i>. Read Stein's essay in class "What My Father Gave Me."</p>	
(11/1)	<p>HW: Write final draft process essay. Write a one/two page essay analyzing the two father/son relationships seen in Stein and Dubus. (Counts toward an essay grade) *4</p>	DUE 11/1
(11/1)	<p>Process final draft due with edited purple rough and peer sheets. Short essay #4 is due. Read Stafford- "A Way of Writing" in class.</p> <p>HW: In <i>MS</i> read Chapter 10- pp. 633-655. Read essay on pp. 708-711; answer #2 under Rdg. Cl. Read Buckley pp. 713-715; answer #1 under Rdg. Cl. Read <i>Townie</i>- chaps. 14& 15 (pp.280-312). Type a response to the following questions: What lessons does Andre learn about writing in chapter 14? How does working at Phoenix East help advance Andre's identity development?</p>	DUE 11/6
Week 10 (11/6)	Discuss persuasion.	
(11/8)	<p>HW: Write revised draft of C/C. Read <i>Townie</i>- chaps. 16-18 (pp. 313- 336). Type a response to the following: What kind of a man is Pop? How did lack of nurturance from parents affect Andre and his siblings and which had a worse effect- material or emotional poverty?</p>	DUE 11/8
(11/8)	<p>Revised draft of C/C due (2 copies due). Discuss <i>Townie</i>.</p> <p>HW: Write final draft of C/C essay (2 copies). Read <i>Townie</i>- chap. 19 (pp. 337-358). Type a response to the following quote using the contents of chapter 19- "Knowledge speaks, but wisdom listens." Jimi Hendrix Continue to research for final paper.</p>	DUE 11/13

Week 11 (11/13)	Final draft C/C essay due with purple edited rough and peer sheets.	
	HW: In <i>MS</i> read Chapter 9- pp.563-583.	DUE 11/15
**11/14 last day to withdraw with a "W"		
(11/15)	HW: Research and write rough draft of persuasion essay. Read <i>Townie</i> chaps.20 &21 (pp.359-387). Type a response to the following questions: 1. Does Pop and Andre's relationship in these chapters make up for Andre's lost childhood? 2. Should Andre have confronted Pop and held him accountable? These are opinion questions- meaning use your experience and beliefs to answer them.	DUE 11/20
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Week 12 (11/20)	Rough draft of persuasion due (2 copies).	
	HW: Read Greene pp. 584-588 answer #2 Rdg. Cl. and Rathje pp. 590-593 answer 3# under Rdg. Cl.. Write rough draft of reflection (2 copies).	DUE 11/27
(11/22)	H A P P Y T H A N K S G I V I N G	
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Week 13 (11/27)	Reflection rough draft due (two copies).	
	HW: Write revised draft of persuasion essay. Write a one/two page essay analyzing Andre's passage through Maslow's Hierarchy of Needs. (Counts toward an essay grade) *5	DUE 11/29
(11/29)	Revised draft of persuasion paper due (2 copies.) Short essay #5 due.	
	HW: Write final draft of reflection. Finalize revisions on persuasion essay.	DUE 12/4
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Week 14 (12/4)	Reflection due. HW: Write final draft of persuasion.	DUE 12/6
(12/6)	Final persuasion essay due with edited rough and peer sheets. Last day of classes.	

Finals begin Dec. 12. Date and time for CWI final to be announced.

*******This schedule is a guideline and may be adjusted and updated as needed. Daily assignments will be added. Additional readings from your text and handouts will also be required.**

University Cancellation Line: 978-934-2121