

ENGLWRIT 112 COLLEGE WRITING

UMASS AMHERST SPRING 2013 COURSE SYLLABUS : SECTION 111



SPACE-TIME COORDINATES

TUE/THU 2.30 PM - 3.45 PM
BARTLETT HALL ROOM 105

office hours:

tues & thurs 1.30pm - 2.30pm
other options available, please
make an appointment

Instructor: hari stephen kumar

BARTLETT HALL ROOM 282

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413-367-6777 (VOICEMAIL ONLY)

COURSE OUTCOMES

Welcome to College Writing! This course satisfies the first-year writing requirement.

Writing to Belong & Transform

This class has 5 major assignments:

Unit 1: Writing to Explore & Express

engage the connections between your personal and public contexts

Unit 2: Writing to Understand & Interact

learn and respond to multiple sides of a complex idea

Unit 3: Writing to Question & Discover

provoke your curiosity while (re)searching about a major public issue

Unit 4: Writing to Discuss & Persuade

contribute meaningfully to a public debate on societal choices

Unit 5: Writing to Reflect & Grow

write short mini-essays/letters at different points during the semester on the ways you are changing as a writer in this class

In this class your goals are to:

- examine writing as a purposeful social act that happens within specific contexts and with specific people
- write for many audiences & purposes
- develop thinking and reasoning through questioning both your own views and other people's perspectives
- gather, synthesize, and cite diverse sources of information
- revise your writing substantially by making choices that are appropriate to purpose, audience, and context
- become a more critical reader and give constructive feedback to peers
- gain awareness of and reflect on your own writing process

things you need

course website: moodle.umass.edu

required texts (available at textbook annex):

Other Words: A Writer's Reader. Fleming, David ed. Dubuque, IA: Kendall/Hunt, 2009.

The Student Writing Anthology, 2012-2013. Boston: Pearson Custom Publishing, 2012.

Penguin Handbook. Faigley, Lester. Boston: Pearson Custom Publishing, 2009.

...and finally a **notebook** for generative & reflective writing, in-class activities, and such.



WORK IN THIS CLASS

Process-based Writing: Each essay will involve at least five distinct stages:

1. **generating**, where you explore tentative ideas and find available textual choices;
2. **drafting**, where you make choices (and take risks) in putting your ideas on paper;
3. **revising** mid-process drafts substantially, using feedback from several sources;
4. **copy-editing** carefully to finalize your writing choices; and
5. **reflecting** on the choices you made in your writing and why you made them.

Process-based Reading: Texts by other writers, including by your classmates, will make you more aware of the options you have for developing, organizing, and presenting your own ideas.

Responding to Other Writers: Learning to write means learning to be read by many others. By giving supportive and constructive feedback, you'll learn to read like a writer. By listening carefully to how other readers view your work, you'll learn to make more purposeful revisions.

CLASSROOM POLICIES

Regular & timely attendance is required.

Excused absences and lateness include a required athletic event, field trip, military obligation, or court appearance; a death or serious illness in your family; you experiencing an accident or serious illness; religious observance; or some other legitimate extenuating circumstance.

Unexcused absences and lateness are where you miss class for some ordinary reason—such as a cold or headache, a pressing deadline in another course, missing the bus, etc. Being habitually late to class may also result in grade penalties.

If you miss class, YOU are responsible for:

1. **Notifying me** by email (at least one week in advance for scheduled absences), providing documentation if you want to request that your absence be excused; and
2. **Catching up** on all missed work. For an excused absence I will assist as best as I can. For an unexcused absence you are on your own.

Attendance penalties: I will allow up to TWO "unexcused" absences without penalty. Every subsequent unexcused absence will reduce your final grade by a half-letter. For example, if your final grade is a B, and you have 3 unexcused absences, your actual final course grade will be a B—.

Even with excused absences, if you miss more than SEVEN classes you should not expect to pass this course. For the University's absence policies, go to: www.umass.edu/registrar/gen_info/class_absence.htm.

Late work penalties: Any part of your unit work (including drafts, peer reviews, and reading responses) that is late will reduce your overall grade for the unit by 5% for each class day that it's late.

WANT TO PASS THIS CLASS?

ATTEND ALL CLASS MEETINGS

if you are absent, be proactive about notifying me and catching yourself up

BE READY TO WORK

be punctual, do the readings, submit drafts and peer reviews on time or early

CONTRIBUTE IN CLASS & ONLINE

speak up, ask questions, express yourself

DRAFT AND REVISE EXTENSIVELY

take chances, make mistakes, get messy, make big changes (don't just fix commas)

Plagiarism: It is fine to use ideas, words, and short passages from the writings of others in your own writing **as long as you acknowledge the source**. Failure to acknowledge another person's contribution is considered plagiarism, a serious academic offense. For more, see the opening pages of **The Little Penguin Handbook**.

We will discuss plagiarism more in class, but note that suspect papers (e.g., those without drafts or works cited pages, papers which make large departures in style from your other work) can be submitted to the electronic plagiarism detection service Turnitin.com as part of the grading process.

For the University's Academic Honesty Policy, see: www.umass.edu/dean_students/codeofconduct/acadhonesty

VALUING YOUR WORK

Below are three ways you can earn a grade. Depending on how hard you want to work (how deep you go), this will correspond to the grade you get and what you take away at the end of the semester. Less than the minimum described below means you're missing the boat, and may not receive a passing grade.

YOUR GRADE =

Units 1 through 4 + Unit 5 + Participation
(80%) + (10%) + (10%)

taking a dip

Participation: You regularly attend class and seem to be an alert and engaged listener. You do a lot of the reading responses & online discussion posts (missing 2 - 4), and you might say something in class discussions once in a while. You complete most of the peer review activities and try to provide useful feedback. You never visit either the instructor's office hours or the writing center.

Writing: You complete the bare minimum of all assignments but you don't expend a lot of effort to develop. You play it safe in your writing and stick to what you know. 4 - 6 of your drafts are late over the semester.

Revision: You make some changes to your drafts but only when prompted by your peers and instructor. These changes seem like mostly surface-level "fixes", such as spelling and grammar or maybe a few extra sentences.

going deeper

Participation: You are consistently on time to class and not only are engaged but contribute in class or online on a regular basis. You do most of the reading responses & online posts (maybe missing up to two). You complete most of the peer review activities and try to provide useful feedback. You seem to be demonstrating a good-faith effort toward helping your peers learn and develop as writers. You sometimes visit your instructor's office hours or the writing center.

Writing: You complete the minimum of all assignments and are putting effort into trying new things with some reflection on what you've already done. You take chances with style and new approaches which may or may not be paying off. Not more than 3-4 of your drafts are late over the course of the semester.

Revision: You make many changes to your drafts prompted by your peers and instructor. These changes seem to move beyond the surface, shifting the focus of your essays and demonstrating that you are writing to be taken seriously by a real reader, not just to be graded by a teacher.

scuba diving

Participation: You are always on time to class and contribute in almost all discussions, either in class or online. You do almost all reading responses and discussion posts (missing two or less) and it seems like you've taken time to really reflect on the readings before class. You complete almost all peer review activities and your feedback demonstrates a commitment toward helping your peers learn and develop as writers (your peers probably mention your feedback positively in their reflective writing). You probably visit your instructor's office hours or the writing center for each unit.

Writing: You complete all assignments and are clearly putting in a lot of effort productively. You take chances with style and approach and it's paying off with some exciting and interesting results. Your work is rarely late.

Revision: You make significant changes to your drafts prompted both by your own reflections and by your peers and instructor. These changes move beyond the surface, dramatically changing the focus of your essays and demonstrating a strong sense of your audience. Your final drafts look drastically different from your initial drafts.

letter	percent
C-	70-72
C	73-76
C+	77-79
B-	80-82
B	83-86
B+	87-89
A-	90-93
A	94 +

OUR WRITING COMMUNITY

Creating a community that enables us to grow and develop as writers depends on each of us fulfilling our individual responsibilities, offering mutual respect to one another, and being receptive readers of one another's writing. As with any University class, students are expected to adhere to the guidelines for classroom behavior as stated in the "Guidelines for Classroom Civility and Respect" in the Code of Student Conduct:

www.umass.edu/dean_students/codeofconduct/classroomcivility

Active, regular **participation** is a basic expectation of this course. One of the best ways to learn to write, after all, is to discuss the choices available to you as a writer and to share ideas about writing with your classmates. As a result, all students are expected to participate actively in class and to provide respectful responses to others' contributions.

In classroom discussions, try to speak for yourself and from personal experiences. Accept that you might make mistakes. Remember that it's okay to change your mind.



KEY DATES & DEADLINES

UNIT 1 (20%)

- Jan. 24 THUR:** Start Unit 1
Jan. 29 TUES: 1.0 Generative Ideas Due 2.30pm
Jan. 31 THUR: 1.1 First Draft Due 2.30pm
Feb. 04 MON: *Last day of add/drop*
Feb. 05 TUES: 1.2 Second Draft Due 2.30pm
Feb. 07 THUR: 1.3 Third Draft Due 2.30pm

UNIT 2 (20%)

- Feb. 07 THUR:** Start Unit 2
Feb. 12 TUES: 2.0a Personal Responses Due 2.30pm
Feb. 14 THUR: 2.0b Topical Summaries Due 2.30pm
Feb. 19 TUES: *No class, UMass on Monday Schedule*
Feb. 21 THUR: 2.1 First Draft Due 2.30pm
Feb. 26 TUES: 2.2 Second Draft Due 2.30pm
Feb. 28 THUR: 2.3 Third Draft Due 2.30pm

UNIT 3 (25%)

- Feb. 28 THUR:** Start Unit 3
Mar. 07 THUR: *Last day to withdraw with a 'W'*
Mar. 07 THUR: 3.0a Research Question Due 2.30pm
Mar. 12 TUES: 3.0b Annotated Bib #1 Due 2.30pm
Mar. 14 THUR: 3.0c Annotated Bib #2 Due 2.30pm
Mar. 19 & 21: *No class, Spring Break*
Mar. 26 TUES: 3.1 Revision conferences (no class)
Mar. 28 THUR: 3.1 Revision conferences (no class)
Apr. 02 TUES: 3.2 Second Draft Due 2.30pm
Apr. 04 THUR: 3.3 Third Draft Due 2.30pm

UNIT 4 (15%)

- Apr. 04 THUR:** Start Unit 4
Apr. 11 THUR: 4.0 Issue Proposals Due 2.30pm
Apr. 16 TUES: 4.1 First Draft Presentations, Q&A
Apr. 18 THUR: 4.1 First Draft Presentations, Q&A
Apr. 23 TUES: 4.2 Second Draft Due 2.30pm
Apr. 25 THUR: 4.3 Third Draft Due 2.30pm

UNIT 5 (10%)

- Jan. 22 TUE:** Letter To My Future #1 (in class)
Feb. 07 THUR: Letter To My Future #2
Feb. 28 THUR: Letter To My Future #3
Apr. 04 THUR: Letter To My Future #4
Apr. 30 TUE: Unit 5 Final Letters Due 2.30pm

Learning Accommodations

As your instructor, I am committed to making reasonable adjustments to the course to accommodate different learning styles. If your learning goals are not being met please contact me.

For formal accommodations and additional services, please see:
www.umass.edu/disability/current.html

Best Text Contest and Student Writing Anthology:

There are opportunities for your work to be recognized in the Writing Program's annual Best Text Contest, exhibited at our annual Celebration of Writing (held next year in May 2013), and published in our annual Student Writing Anthology. Information about the Contest, Celebration, and Anthology can be found at www.umass.edu/writingprogram

The Writing Center: At UMass, you have access to free one-on-one writing support from our campus Writing Center, located in the Learning Commons of the W. E. B. Du Bois Library. Trained tutors work with writers in 45-minute sessions to brainstorm, structure a piece of writing, discuss strategies for copyediting, and more. Writers at any stage of the process and at all levels are welcome. To make an appointment go to www.umass.edu/writingcenter or you can simply walk in and see if a tutor is available (hours posted at website above). Make sure that you bring your assignment, notes, and/or draft (either paper or electronic copies are fine).