

University of Minnesota—Twin Cities
Department of Writing Studies
WRIT 1301: University Writing
Syllabus for Fall Semester 2013
4 Credits

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Classroom: L128

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Office Hours: 2:20-3:30 p.m. daily (and by appointment)

Texts: Hacker, Diana. *A Pocket Style Manual*. Boston, Massachusetts: Bedford/St. Martins, 2010.

Kennedy, X.J., Dorothy M. Kennedy, and Jane E. Aaron, eds. *The Bedford Reader*. New York: Bedford/St. Martin's, 2006.

Rackham, Jeff and Olivia Bertagnoli. *From Sight to Insight: The Writing Process*. Boston: Thomson/Heinle, 2003.

AHS Course Description

WRIT 1301: University Writing is taught in the high school and carries high school English credit, but it is not a high school class. It is a **four-credit college course** offered through the University of Minnesota's *College in the Schools* program, and as such it is governed by the rules and expectations of the University of Minnesota. Students in the top 20 percent of their high school class may earn these college credits, thereby fulfilling the freshman composition requirement. The focus of this course is on the process of writing: forming strategies for inventing, focusing, drafting, conferencing, revising and editing. Active participation in the writing community of this class is essential.

U of M Course Catalog Description

WRIT 1301: Drafting, revising, editing. Academic genres. Critical reading, rhetorical analysis for principles of audience, purpose, and argumentative strategies. Emphasizes electronic/print library. Critical analysis, annotated bibliography, research paper.

Course Overview

Through frequent practice and study of writing, WRIT 1301 introduces students to typical university writing practices, including an emphasis on developing well-researched, properly cited papers. WRIT 1301 fulfills the first-year composition requirement.

Activities include but are not limited to: introduction to academic genres of reading and writing; critical reading and analysis of writing for rhetorical principles of audience, purpose, and argumentative strategies; emphasis on performing research with electronic and print library; and sequenced readings and writing, with a researched paper as major assignment.

Members of the class will practice using writing to develop, refine, and communicate ideas in academic contexts. Students should expect to write formally and informally, produce drafts, read and respond to each other's drafts, and revise, edit, and proofread. In addition, students will share their writing with others in the class, receive responses from others, and read and respond carefully to the work of others.

All of this means that the class is structured around writing activities, discussion of reading and writing, and group work of various kinds. Students need to be active participants in this course, and help insure the success of the course for all by making positive contributions to activities, assignments, and discussion.

Course Outcomes

At the successful conclusion of WRIT 1301, students will learn to:

Develop a process of writing

- control prewriting and planning strategies to arrive at a focused topic
- produce an outline or prospectus for a researched paper
- craft thesis statements that indicate a clear position on a topic and tie the paper together
- develop a topic through clearly structured paragraphs and the whole paper so that ideas are fully explained, assertions are backed up, supporting evidence is sufficient, and claims are credible
- through the sequence of assignments, develop a body of knowledge and growing perspective on a topic

Explore diverse contexts and styles of reading and writing

- communicate their ideas and those of others to specific audiences
- write in appropriate academic genres and computer media to communicate with different audiences
- make choices in their own writing and articulate other options

Practice disciplines of research and study

- identify an author's audience, purpose, argument, and assumptions (i.e., critical reading) in an analysis paper or class discussion
- locate and evaluate relevant scholarly and popular sources on a research topic using library resources

- properly and ethically use MLA or APA documentation format for in-text and external bibliographic citations of scholarly, popular, and electronic sources
- consistently follow standards of written, edited English

Major Assignments

1. Personal Experience Narrative: recreate an experience; tell about a personal risk; explain a case of dissonance; write a memoir of an important person or event.
Emphasis: invention strategies, voice, tone, and concrete detail.
Suggested length: 3-5 typed pages.
2. Ethnography: observe and analyze an alien culture and write about it. You must observe this culture first hand. Consider the meaning of “alien.” What is alien to you? If you are on the football team, this subculture is not alien to you, but to someone who has no interest or expertise in athletics, it may very well be alien. Likewise, the punk subculture may or may not be alien to you. Select an observable group, but foreign to you.
Emphasis: careful and conscious observation, interviewing, discovery, conveying that sense of discovery and scene to your reader through concrete detail, use of primary sources, and organization.
Suggested length: 8-10 typed pages.
3. Problem/Trend Analysis: analyze a trend in our society. Evaluate how it began or where it may lead. Of what significance is the problem/trend? You must consider the concept in relation to fads or movements. Define the topic carefully. You must cite at least five outside sources, plus at least one electronic source. This may be a collaborative writing.
Emphasis: use of multiple sources with correct citations, incorporating factual information into a smooth and interesting piece, concrete detail, analysis, and accuracy.
Suggested length: 8-10 typed pages.
4. Review/Evaluation: establish criteria and use it to analyze a work of art, film, live theater or restaurant.
Emphasis: audience, making critical judgments (how, why and how well), description, style, and tone.
Suggested length: 3-5 typed pages.

Grading

- **Participation (About 20%)**
This is a “workshop” class, dependent upon “peer group” work. Your active involvement in the class is crucial for the success of class discussion and conference groups. This portion of your grade will be based on your attendance, your active and energetic

contributions in class, your conference performance, your drafts of appropriate length, handed in on time, and on your oral and written comments on others' drafts.

- **Journal (About 15%)**

Your journal is a separate type of writing. Its goal is developing fluency in both critical reading and writing. You will read and respond to up to three essays per week. In these journals you will reflect on the assigned readings and your own writing process. These journals should be recorded in a composition notebook (non-spiral).

- **Final Papers (About 65%)**

At least four major papers will be written during the course. All preliminary work for the paper (notes, drafts, conference material, revisions, etc.) must be turned in with each paper. All major compositions must be completed for credit in the course, and they must be turned in at the beginning of class on the day they are due.

*****Late assignments will be accepted, but a deduction of one letter grade will be made for each day the assignment is late. No allowances for absence will be made.**

- **Final Exam**

You must turn in a portfolio of your work at the end of the course. Save your journal, folders, and final drafts. A one- to two-page cover letter describing the contents of your portfolio must accompany it. Do not throw anything away! This total package, with particular emphasis on the cover letter, will be the final determining factor for your course grade. In other words, your course grade can be raised or lowered based on this final performance.

In order to receive credit for this course, you must turn in all required drafts and revisions. If you do not, you are likely to receive a failing grade for the course.

Grading Standards

The grading policy in this course conforms to CLA guidelines. (See page 8 of this syllabus.)

Therefore a C is equivalent to basic fulfillment of requirements. To achieve a grade higher than a C you must perform beyond the basic requirements. Please keep the following scale and criteria in mind:

A—Achievement outstanding relative to the level necessary to meet course requirements

B—Achievement significantly above the level necessary to meet course requirements

C—Achievement that meets the course requirements in every respect

D—Achievement worthy of credit, even though it fails to meet course requirements fully

F—Represents failure (or no credit) and signifies that the work was either: (1) completed but at a level of achievement not worthy of credit; or (2) was not completed, and there was no agreement between the instructor and the student that the student would be awarded an I.

Note: A grade of incomplete (I) is given only in a genuine emergency, and generally only for work which is due during the last two weeks of the course. You must make arrangements with the instructor for an incomplete before the last day of class.

Extra Work (Sometimes Called “Extra-Credit”): The College of Liberal Arts does not permit students to submit extra work in an attempt to raise their grade unless the instructor has specified at the outset of the course that such opportunities are afforded to all students.

Quantity of Work per Credit

The University Senate prescribes the quantity of work needed to earn a credit as three hours per credit per week or approximately 45 hours per credit per semester. The manner in which the course is taught determines how much of the work will be in the classroom, laboratory, library, or independent study and research. A student should expect to spend about 9 hours a week, *including class time*, on a 3-credit course. (Students can expect to spend an average of eight hours per week on this course outside of class time.)

Upon successful completion of this course, students will receive four semester credits from the University of Minnesota, College of Continuing Education. Credits are paid for by the Anoka-Hennepin School District. These credits may be transferred to other colleges or universities via an official University of Minnesota transcript. Students also receive a 1.5 English credit toward graduation at Anoka High School.

Class Procedures

During the first weeks of class we will meet daily. Near the sixth week of class we will begin meeting as a whole group on Mondays, Wednesdays, and Fridays. Tuesdays and Thursdays will be reserved for one-on-one conferences with me and informal group work. You are expected to use these Tuesdays and Thursdays to read, research, draft, and revise. Together we will construct a calendar, rescheduling our Mondays, Wednesdays, and Fridays as needed to facilitate special high school activities. We will periodically update this calendar. You are responsible for keeping track of your calendar and keeping it up-to-date.

Student Writing Support

Students can get one-to-one consultations on any course paper or writing project at Student Writing Support. Student Writing Support has several campus locations, including the main location in 15 Nicholson Hall. See <http://writing.umn.edu/sws/index.htm> for details about locations, appointments, and online consultations.

Requirements/Expectations

First-Year Writing Program Absence Policy:

Unlike many courses at the University, first-year writing courses are small, discussion-oriented classes. For this reason, the First-Year Writing Program has developed a class attendance policy:

Excused absences include illness as verified by a doctor's note, death in the immediate family, jury duty, military service, religious observances, and participation in officially scheduled

university student organization events (e.g., inter-collegiate athletics, ROTC, school sports events. See the CLA policy at <http://www.cla.umn.edu/cgep/3.html>). Excused absences do not include vacations, transportation problems, or employment. In case of an excused absence, you must notify your instructor of your excuse preferably before you miss class, but no later than 24 hours after the absence.

Missing the equivalent of one week or more of class with unexcused absences may result in a lower grade. Missing the equivalent of three weeks or more with unexcused absences may result in failing the course. In some cases, an excessive number of absences, even if they are excused, may result in a lower grade.

A student who is absent for any reason is responsible for all material and activities missed in class. Students must check with the instructor to find out what was missed.

Students are responsible for coming to class on time. Tardiness may be considered equivalent to unexcused absences. In addition, a student who is unable to function adequately in class (e.g., falling asleep or attending without appropriate materials or assignments) may be considered to have unexcused absences.

Note: Each conference day counts as two absences.

Preparation and Responsibility:

You must come prepared to all class meetings. All assignments must be on time.

Plagiarism: Plagiarism is the deceptive use of someone else's words or ideas as if they were your own. Plagiarism is considered to be theft, lying, and cheating all rolled up into one. In this University of Minnesota course, the consequences for plagiarism include failure and removal from the course. These consequences are real. (Note the University's Scholastic Dishonesty policy on pages 9-10 of this syllabus.)

Plagiarism, representing someone else's intellectual work as your own, can result in a grade of F for the assignment, and may result in a grade of F for the course. Plagiarism can include submitting a paper:

- written by means of inappropriate collaboration
- written by you for another course, submitted without the permission of both instructors
- purchased, downloaded, or cut and pasted from the Internet
- that fails to properly acknowledge its sources through standard citations

Students must submit all final drafts to Turnitin.com. I will neither read nor evaluate final drafts until this step has been successfully completed. Turnitin.com will also be used as a learning tool

to practice effective paraphrasing strategies. Directions for accessing this website will be given in class.

Use of Computers:

All workshop and revised drafts of major assignments must be done on a word-processor. Because word-processors are powerful writing tools that can save time and greatly aid the processes of revising and editing, preliminary drafts are best done on a word-processor as well.

Students can use the University's public computer labs, including the ones in Wilson, Walter, and McGrath Libraries. No fee is charged, except to use lab printers. Students may also use one of the 16 Macs in the Center for Writing in 15 Nicholson. University Technology Training Center (<http://uttc.umn.edu/training/>) schedules regular training sessions. Students who think that computer access will present a serious difficulty should talk to the instructor immediately.

Keep copies of all your work in a folder dedicated exclusively to this course. Back up your work on your computer and on an external drive or disk in case assignments get lost.

Manuscript Form: All final copies of papers must be word-processed, double-spaced. Rough drafts and journals must also be word-processed. Follow MLA guidelines. (Final drafts must be printed on one side of the paper only. Rough drafts and journals may be printed back-to-back.)

Documenting Your Work: Please keep copies of all completed assignments. It is wise to keep a copy of all class materials (syllabus, papers, exams, journals, etc.) until credit recognition of the University of Minnesota course has been secured. **Your future undergraduate advisor may wish to see the materials to approve the course for use in your program.**

Required Supplies:

- Three-ring binder with dividers
- Composition notebook (non-spiral)
- Post-it Notes
- Loose-leaf paper and computer paper
- Access to the Internet
- Five pocket folders without fasteners
- 3x5 and 4x6 note cards
- Students may spend up to \$10 photocopying or printing drafts

University of Minnesota, Twin Cities: Academic Policies

The following are key excerpts from U of M academic policies. Enrolled students are responsible for knowing and following the complete policies which can be found by accessing the links provided below. College in the Schools offers courses from numerous academic departments housed in several different U of M colleges; college and/or departmental policies may add variation to some of the guidelines listed below.

U of M Grades

The grade you receive in a CIS course is recorded on a University of Minnesota transcript and automatically becomes part of your permanent U of M academic record. The University of Minnesota uniform grading policy states that "University grade definitions establish the qualities of performance expected at different grade levels. Instructors define grade standards for their

A	Achievement outstanding relative to the level necessary to meet course requirements (no grade of A+ should be submitted; A, 4 grade points; A-, 3.67 grade points).
B	Achievement significantly above the level necessary to meet course requirements (B+, 3.33 grade points; B, 3 grade points; B-, 2.67 grade points).
C	Achievement meeting the basic course requirements in every respect (C+, 2.33 grade points; C, 2 grade points; C-, 1.67 grade points).
D	Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect (D+, 1.33 grade points; D, 1 grade point; no grade of D- should be submitted).
F	Performance failing to meet the basic course requirements (0 grade points).

courses in conformity with their departmental policies."

Pluses and minuses are used: A, A-, B+, B, B-, C+, C, C-, D+, D, and F. Note that A+ and D- are not allowed by the University.

Incompletes: Incompletes (I) may be given at the discretion of the instructor. If, in the opinion of the instructor, there is a reasonable expectation that a student can successfully complete the work of the course before the end of the next high school term an incomplete may be used. The assignment of an I requires a written agreement between you and the instructor specifying the time and manner in which you will complete the course requirements. Upon successful completion of the coursework, the I is changed to a permanent grade. An I that is not completed within one calendar year automatically becomes an F.

View complete text at <http://www1.umn.edu/usenate/policies/gradingpolicy.html>

Disabilities Services

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have

disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu. Additional information is available at the DS website <http://ds.umn.edu>.

Student Conduct and Academic Integrity

As a new member of the University community, it is important to be aware of what is expected of you and what you can expect of the University. This information is designed to clarify the values and actions of an academic community.

An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service. An excerpt from CLA Handbook 2008 listed Five Fundamental Values: Honesty, Trust, Fairness, Respect, and Responsibility. The first guiding principle of the Conduct Code is: The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.

All students at the University are bound by the Student Conduct Code. It is the policy of the University of Minnesota (University) that certain minimum standards of conduct are necessary to safeguard the rights, opportunities, and welfare of students, faculty, staff, and guests of the University community and to assure protection of the interests of the University as it seeks to carry out its mission. The University requires a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures; and dedicated to a rational and orderly approach to the resolution of conflict.

Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the code. The College of Continuing Education reserves the right to cancel current or future registration for such students. The Office for Student Conduct and Academic Integrity (OSCAI) has been entrusted with the responsibility of upholding the University of Minnesota Board of Regents Student Conduct Code and administering the student discipline procedures.

Scholastic Dishonesty

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized and their name may be reported to The Office for Student Conduct and Academic Integrity (OSCAI).

The University's College of Liberal Arts defines scholastic dishonesty as "any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work."

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

The Office for Student Conduct and Academic Integrity (OSCAI) has been entrusted with the responsibility of upholding the University of Minnesota Board of Regents Student Conduct Code and administering the student discipline procedures.

Sexual Harassment

Definition: "Sexual Harassment means unwelcome sexual advances, requests for sexual favors and/or other verbal or physical conduct of a sexual nature..." The policy strictly prohibits sexual harassment by or toward a member of the University community and requires appropriate reporting and investigation of such reports. The definition and policy can be seen in its entirety at: <http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>.

CIS Field Days

College in the Schools Field Day events are opportunities to become acquainted with the University of Minnesota Twin Cities Campus, meet and work with your fellow CIS classmates from the greater metropolitan area, and use the expertise and experience you have gained in the U of M, TC course.

Withdrawing from a CIS Course

Be aware of University deadlines for course cancellations.

To drop a CIS course, you must submit an official CIS course cancellation request. Talk with your instructor or download the form on the CISWeb site at www.cce.umn.edu/cis. Click on Student and Administrative Resources in the lefthand navigation. The University of Minnesota policies described below apply to all student cancellations.

If you officially withdraw from a CIS class...

- **within the first two weeks of the high school term**, the course will not appear on your U ofM transcript. (Students in a nine-month term have six weeks to

officially cancel.) The school district will not be billed for your tuition.

- **after the second week and before the midpoint of the high school term**, a W (Withdrawal) will automatically appear on your U ofM transcript. (In a nine month term a W will appear if you cancel after the sixth week and before the midpoint of the term.) The school district will not be billed for your tuition.

- **after the midpoint of the high school term**, you must obtain University approval. Complete and return the CCE Petition form which can be downloaded from the CISWeb site at www.cce.umn.edu/cis.

Note: If you are experiencing difficulty after the midpoint of the course, call CIS instructional support at 612-624-9898 or consult with your teacher about using a **one-time only discretionary cancellation**.

University faculty, and CIS instructors, are under no obligation to offer the option to receive a grade of “I” or “incomplete.” If your CIS instructor does allow for this option, you may receive an I if, in the opinion of the instructor, there is a reasonable expectation that you can successfully complete the work of the course before the end of the next high school term. You and the instructor should arrive at a clear written understanding in advance whether you may receive an I and, if you can, what the conditions will be. Upon successful completion of the course work, the I is changed to a permanent grade. An I that is not completed within one calendar year of the end of the high school academic term automatically becomes an F.

WRIT 1301: University Writing Major Assignment Due Dates

From Sight to Insight

09/10/10	Writing from Experience	pp. 10-71
09/27/10	Writing About People and Places	pp. 72-121
10/08/10	Factual Reporting	pp. 122-175
11/08/10	Investigating Concepts	pp. 176-247
11/15/10	Scholarly Research	pp. 408-480
11/29/10	Strategies for Academic Writing	pp. 248-309
12/17/10	Critiquing the Arts	pp. 360-398

Reader's/Writer's Journal from The Bedford Reader

09/20/10 **Journal #1 Due**

Required

Reading Critically, including "Disability" pp. 9-26

Choices

"Fish Cheeks"	pp. 94-98
"The Chase"	pp. 99-104
"Indian Education"	pp. 105-113
"Once More to the Lake"	pp. 686-694

10/04/10 **Journal #2 Due**

Required

"The Pious Ones"	handout
"Mean Girls"	handout
"Friday Night Lights"	handout

10/18/10 **Journal #3 Due**

Required

"Body Ritual Among the Nacirema" pp. 316-323

Choices

"Behind the Formaldehyde Curtain"	pp. 305-315
"Remembering My Childhood on the Continent of Africa"	pp. 250-257
"Silent Dancing"	pp. 162-172
"Fly-Fishing for Doctors"	pp. 173-177

11/22/10 **Journal #4 Due**

Required

"Too Much Pressure" pp. 532

Choices

"Drugs" pp. 454-458

	“Safe-Sex Lies”	pp. 459-465
	“A Biological Homage to Mickey Mouse”	pp. 615-624
	“Signs”	pp. 219-226
01/05/10	Journal #5 Due	
	<u>Choices</u>	
	“Not All Men Are Sly Foxes”	pp. 348-352
	“Our Barbies, Ourselves”	pp. 353-358
	Choose two paired essays in <i>Chapter 13: Argument and Persuasion</i>	
	○ Vegetarianism	
	○ Same-Sex Marriage	
	○ Security vs. Liberty—Profiling	
	○ Security vs. Liberty—The USA Patriot Act	
	Read and then write a separate entry for each essay. This choice will then count as two entries.	

01/10/11	Journal #6 Due	
	<u>Required</u>	
	“A Modest Proposal”	pp. 674-685
	“Shooting an Elephant”	pp. 645-654
	<u>Choice</u>	
	You may choose any essay in the text that you haven’t already read!	

Zinsser’s On Writing Well

10/11/10	Writing About People/Writing About Places	pp. 100-132
10/13/10	The Transaction/Simplicity/Clutter/Style	pp. 1-25
11/01/10	The Audience/Words/Usage/Unity/The Lead and the Ending/Bits and Pieces	pp. 25-92
01/07/11	Writing About the Arts/Humor	pp. 194-229
01/21/11	Attitudes	pp. 233-294

Papers

09/14/10	Personal Narrative Draft Due
09/16/10 – 09/17/10 and 09/28/10	Conferences
10/01/10	Personal Narrative Due
10/25/10	Ethnography Draft Due
10/27/10 – 10/28/10 and 11/03/10	Conferences
11/10/10	Ethnography Due
12/06/10	Trend Draft Due
12/08/10 – 12/09/10 and 12/15/10	Conferences
12/22/10	Trend Due
01/13/11	Review Draft Due

01/13/11 – 01/14/11
01/19/11

Conferences
Review Due

Portfolio Due Thursday, January 27, 2011!