

HOW TO READ AND USE A SYLLABUS

A syllabus tells you what your professor expects of you, what you can expect of your professor, and what you are meant to learn in the course. It's a tool to help you plan your semester and budget your time effectively. Always keep copies of your syllabi handy: instructors expect that you will look at them in preparation for every class meeting.

Every syllabus is different. When you look at the ones you'll get in September, you'll see that each one reflects the individual professor's sense of what's important and how each class will run, in addition to some core University policies. Syllabi generally include important policies, reminders, and tips. **Once the syllabus has been handed out, your professor will expect you to be familiar with, and to adhere to, all course policies.**

Learn your professor's name! Far too often, students come around asking for "the woman with the brown hair." Address your professor as "Professor" and his or her last name, unless he or she specifically invites you to do otherwise.

About course numbering: "42" means "English Department," and "101" is the course number for College Writing I; it's a "100-level" class, which refers to its general level of difficulty. The last three numbers are the section, which refers to the exact days, time, location, and instructor for this class. This class meets in Dugan Hall; if this were your class, the location would be abbreviated as "DUG 210" on your schedule in ISIS.

This class meets Tuesdays and Thursdays (R is Thursday) at 9:30 a.m. Arrive on time! It's courteous, and you won't miss anything. Some faculty will lower your grade for repeated tardiness; very few will go back over material that you've missed if you're late.

Contact information is important! Different faculty prefer different modes of contact and will usually tell you near the top of the syllabus the best ways for you to reach them.

College Writing 1, 42.101.209
Fall 20__, T/R 9:30 a.m. – 10:45 a.m.
Dugan 210

Instructor: Paula Haines **Office Phone:** (978) 934-4186
Office: O'Leary 500D **E-mail:** Paula.Haines@uml.edu
Office Hours: T/R 11 a.m. - 1 p.m. & by appointment **Course Website:** <http://xxx.xxx.xxx>

Catalog Description: A workshop course that thoroughly explores the writing process from prewriting to revision, with an emphasis on critical thinking, sound essay structure, mechanics, and academic integrity. Students will read, conduct rhetorical analyses, and practice the skills required for participation in academic discourse. Students will write expository essays throughout the semester, producing a minimum of four formal essays. Anti Req for 42.101 - students cannot receive credit for both 42.101 and 42.111 (103).

Course Purpose: In College Writing I, we study and practice academic writing. Students will extend and develop their rhetorical knowledge, and apply that knowledge through regular informal and formal writing. By generating writing that aims to respond, explain, analyze, critique, interpret, and synthesize, students will learn to engage audiences for a variety of purposes in a range of contexts. In this student-centered course, writers will hone their craft. Approaching writing as a process of pre-writing, drafting, revising, editing, and proofreading, students will enhance the clarity and expression of their ideas. Students will exit with an awareness of their strengths and weaknesses as writers; successful completion of this course will prepare students for the research writing they will begin to practice in CWII.

All students completing College Writing I will produce four formal, non-researched essays during the course of the semester, working toward the following learning outcomes:

- Use accurate vocabulary to discuss rhetorical strategies, the writing process, and the features of an academic essay
- Compose purposeful, well-organized essays that pursue complex theses in sophisticated ways
- Choose rhetorical strategies appropriate to purpose and audience
- Use the writing process, including feedback from others, to build essays with substantial content
- Demonstrate control in diction, grammar, mechanics, and style
- Practice academic integrity

Required Texts
Our Common Text for this Fall (title announced each year)
Brief Bedford Reader, 12th ed., X. J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron.
A Writer's Reference, 7th ed., Diana Hacker and Nancy Sommers

Other Required Course Materials

- A flash drive (or other electronic storage) for keeping **ALL** drafts and revisions of your work
- A notebook for in-class writing and exercises
- Access to stapler and printer
- A good college level dictionary
- turnitin.com: Enroll yourself using the following details: Class ID **XXXX**, Enrollment Password **XXXX**.

Grades and credits
Your final grade in the class is comprised of the following weighted components, but remember that excessive absences and plagiarism penalties can impact the average. Each essay assignment sheet you

Every faculty member keeps office hours. These are times set aside for you, when you can expect professors to be in their offices. Some faculty might ask you to make appointments during office hours, while others will invite you to drop by. Office hours are time to ask for advice or clarification about specific issues, but you can also use them when things are going well.

Not all instructors keep web sites or use Blackboard, UML's course management site, but some use them for required course content and communication. It's a good idea to try and access class web sites after you receive the syllabus so you can ask for help if you have trouble.

Textbooks are available in the bookstore on the campus where the class is held. It's a good idea to wait until you have the syllabus to buy your books and to save your textbook store receipts in case you change sections. If a book is required, assume that you must buy or rent it!

Common Text! Watch for posters and be sure to join us for our film series and other events!

Each professor must explain how grades will be calculated. It is critical for you to keep track of all grades you earn in a course so that you are aware if and when you need to speak to your professor if you're having trouble. Make an appointment or drop by your professor's office hours if you want to discuss your progress in a course.

Expect homework and preparation requirements to be much more rigorous than in high school. Each class will require a substantial amount of work from you outside of the scheduled class meetings, so schedule your preparation and study time accordingly.

Different faculty have different ideas about attendance policies. Know what each of your professors expects, and if you miss class, get notes from a classmate. You will always be responsible for missed material and should not ask your faculty to recap a missed lecture or discussion for your benefit because you missed class. Even if a professor doesn't "count" attendance in the grade, you will still need to attend the class in order to do well. It's also important to note that professors do not differentiate between excused and unexcused absences; a missed class is a missed class, whatever the reason, so be sure to use your syllabus to stay on top of assignments.

Starfish is a tool that gives you e-mail feedback on your performance. It helps keep the lines of communication open between you and your professor.

Participation is crucial not only when it is required and graded, but also because it makes a qualitative difference in how well you understand what's going on in class and how much material you will retain. Participation is an important habit that will help you get the most out of your semester.

receive will include detailed information about how your work will be assessed. Please keep track of your grades throughout the term:

- Daily Participation and Preparation: 10%
- Reading Quizzes: 10%
- Peer-Review Workshops: 20% (5% each for 4 workshops)
- Major Papers: 60% (15% each for four papers)

Grade ranges and equivalents

- 94% - 100%: 4.0 = A Superior Work: Highest Quality
- 90% - 93%: 3.7 = A-High Honors Quality
- 87% - 89%: 3.3 = B+ High Quality
- 84% - 86%: 3.0 = B Basic Honors Quality
- 80% - 83%: 2.7 = B-Below Honors Quality
- 77% - 79%: 2.3 = C+ Above Satisfactory Quality
- 74% - 76%: 2.0 = C Satisfactory
- 70% - 73%: 1.7 = C-Below Satisfactory Quality
- 67% - 69%: 1.3 = D+ Above Minimum Passing
- 64% - 66%: 1.0 = D Lowest Possible Passing
- 63% - 0%: 0.0 = F Failed

This is a 3 credit course, as defined by federal regulation. You should expect to complete 6 hours of out of class work each week for approximately 15 weeks, for a total of 90 hours outside-of-class work.

Assessment

Please note that student work may be collected and used anonymously for purposes of program assessment. Program assessment activities will in no way impact your course grade or your academic record.

Attendance

Coming to class is crucial. More than two absences will result in a lowered participation grade; five absences will result in a zero for participation and your final grade will be lowered one whole grade; **more than five absences** will automatically result in an F for the course. Students who schedule conferences and do not show will also earn an absence. In addition, students who do not bring required materials, who are not prepared, who text or play with electronic devices, or who show up significantly late (more than 10 minutes) will be considered absent for the day. Coming to class late three times will count as one absence. If you anticipate a problem, please come see me ahead of time. Please sign up for UML emergency notice alerts at www.uml.edu/myAlert so that you will be notified when class is cancelled due to inclement weather.

Starfish

College Writing I is one of the courses that participates in the Starfish retention program at UMass Lowell. Please be on the lookout for e-mail messages about your attendance, your work, or your participation in this course, and be sure to come speak with me if you are unsure why you have received a message.

Participation and Classroom Behavior

As well as being present for the full duration of each class session, you must also be an active, well-prepared participant in each session. Ten percent of your final grade in the course is determined by your participation in and preparation for each meeting. This is assessed through regular homework and notebook checks, in-class assessment of exercises and group work, and daily documentation of your contribution to large- and small-group discussions. You earn a grade each class period for your participation and preparation.

The university classroom environment is not the same as a high school class environment. Being a university student means taking responsibility for your behavior and contributing your classmates' learning in a positive way.

You will find that different faculty have different ideas about late work and making up missed work. You should never assume that late work will be accepted or that you will be able to make work up. If you think you're going to miss an assignment, talk to your professor in advance. While some offer "extra credit" assignments, many do not; unless your professor spells out a policy stating otherwise, you should work under the assumption that you will be held accountable for all course work and that it must be on time. For most College Writing classes, having a paper in on time means handing it in, in hard copy, during the class meeting at which it is due. Familiarize yourself with your professors' policies.

Pay attention to any notices that your professor provides regarding communication standards. You are responsible for checking your university e-mail accounts regularly; announcements and important notifications will often be communicated that way. Remember to use good e-mail etiquette and that there's no substitute for being in class.

Your professor will expect you to submit your essays in a specific manner. While some professors will accept e-mailed drafts, others will not. Familiarize yourself with the expectations for the submission of written work in each course.

Plagiarism, cheating, and other forms of academic dishonesty are serious problems. Make sure you understand them and know how to avoid them. Your College Writing professor will talk to you about this, and you should read the student code of conduct on this topic. You can fail an assignment, fail a course, and/or be expelled from the University for academic dishonesty.

Students are expected to adhere to standards of appropriate and inappropriate classroom behavior as described by the office of the Dean of Students: "In this class, and in all 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." Any instance of violation of these standards will result in reduced a participation grade.

Communication
Please make sure you check your university e-mail and check our course website regularly since I might need to make announcements. You can also use your university e-mail to ask for assistance. While I will not be able to read full drafts over e-mail, you can e-mail me with specific questions, set up an appointment to speak to me in office hours, or request a meeting at another time. Please note that I will not read through full drafts over e-mail. I usually respond to e-mail within 24 hours. All e-mail received after 5:00 p.m. on Friday will be answered by the end of the day on Monday. Do not e-mail me from your private e-mail address.

Paper Format
All writing assignments for class, unless told otherwise, must be word-processed using a standard word font (such as Times New Roman or Calibri), 12 font size, standard margins and double-spacing and must include your name, the date, the course and section numbers, and a title or description of the assignment. Please staple and paginate your work. Your work must be handed in during class time, not emailed to me. Running out of ink, paper, or time is not an acceptable excuse. I will not print your work for you. Attention to these details is important; work that does not comply with this format will receive zero credit.

Late Work
Late papers (the four major papers) will be downgraded unless I have granted you permission in advance to turn one in late. For each class period that the paper is late, your grade for it will go down *one* letter grade (that means that after three class periods past the due date there is no way you can pass in a late paper). Permission to turn in a late paper without penalty will be given rarely; only based on a conversation with me and never on or after the day it is due. All other late work will *not* be accepted, so if you miss class, you must get me your work by the time it would have been due. *You are always expected to have done the reading.*

Academic Honesty
I will not tolerate plagiarism. Be prepared to submit your work electronically through turnitin.com. 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, and any incident of plagiarism will be reported to the Provost's Office. 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. You can find the university policy regarding academic dishonesty at http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm.

Did we mention how important it is for you to be proactive and to establish good communication with your faculty? This is one of the major ways college differs from most high schools: Like high schools, UMass Lowell offers lots of resources, and lots of faculty and staff who are eager to help you. However, now that you are in college, it's up to you to keep track of your own performance, to be proactive about knowing when you need help and asking for help. To be successful in college, you will need to take on responsibility for your own learning in new ways! It's an exciting challenge, and we're here to help!

Free peer tutoring, plus professional advising and student success workshops are available at the Centers for Learning, located on the first floor of O'Leary Library and on the third floor of Southwick Hall. Take advantage of this great resource!

Some syllabi will include complete course schedules, but other faculty prefer to present plans for one unit at a time. When you get your syllabi, note important due dates on your calendar so you'll be able to budget your time. You should plan to spend, on average, at least twice as much time on homework as you spend in class. Be aware of the University's calendar (available at the Registrar's website).

Tutoring and Instructional Resources

You may seek help from the writing tutors at the Centers for Learning/Writing Center 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. The Centers for Learning provides many other academic support resources, as well. I encourage you to seek assistance if you are struggling in this or any other class at UML.

Accommodations

I will gladly provide accommodation for students with documented disabilities, in accordance with University policy and the amended ADA. If you have a disability, please contact the Office of Disability Services, Cumnock Hall, C6, (978) 934-4574, or disability@uml.edu. If you have a documented disability that will necessitate academic accommodations, please request that the ODS send me notification within the first two weeks of the course so that we might make appropriate arrangements. If you will miss class due to religious observances or other protected activities, it is your responsibility to see me well in advance so that we can plan for changes to due dates, etc.

SAMPLE EXCERPT!!!! COURSE SCHEDULE SAMPLE EXCERPT!!!!

This is a plan for how the course will be paced. Readings are due--read in full--on the day on which they are listed. I fully expect to make changes to these dates, so please make sure you pay careful attention to the instructions I give in class. I will give you any major alteration of due dates in writing as the semester progresses.

- 9/5** Introduction to the course. Writing samples. HW: Read syllabus thoroughly and write down any questions.
Read Part One of our Common Text, taking notes as discussed.
- 9/10** Discussion of essay topics based on the Common Text and drafting process basics. Discuss your ideas, review essay structure basics, goals for the essay, the grading rubric. HW: Read *Short Bedford Reader* (BR) pages 45-52, 58-67, and 72-95, taking notes and thinking about viable essay topics.
- 9/12** Discuss the readings toward developing your essay. Work on strong thesis statements. HW: Read BR, pages 8- 19, and outline essay #1, due 9/17.
- 9/17** Review the revision process, how to use comments, how to use your handbook. HW: Draft essay #1, due 9/19. Read Hacker section C-3, pages 17-22, and bring Hacker to class on Tuesday.
- 9/19** Essay self-assessment and peer assessment. Discuss revision strategies. HW: Read BR, pages 115-134 and 160-172. Make notes and prepare to discuss.
- 9/24** Discuss readings, essay #2 assignment. HW: Revise essay #1, Due 10/1.
- 9/26** Discuss readings and essay #2 topics. HW: Read Townie, Chapters 5-1- 5 . Begin planning for essay #2, due 10/7.
- 10/1** Continue to discuss readings and planning for essay #2. HW: Draft essay #2, due 10/7.

Continued on reverse.