

**Intensive Writing Lab, 42.100SI.201**  
**Professor Haines, Fall 2010**  
**Tuesdays, 2:00 – 3:50**

**Contact Information:**

Office Hours: Tuesdays, 9:00 -12:30 (exceptions TBA in class) in Falmouth 301D, and readily by appointment for individual or group conferences.  
I am on campus most days.

Voicemail: (978) 934-4186  
E-mail: Paula\_Haines@uml.edu  
Web: <http://paula-haines.wiki.uml.edu>

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

**Purpose and Goals of the Course:** This hands-on course is intended to help you master important concepts of English grammar and to strengthen your control over your writing. As a group, we will commit our energy to help every member of the class meet the following learning objectives:

- You will demonstrate a solid grasp of the concepts and principles of good sentence structure.
- You will be able to identify and correct instances of faulty sentences (e.g. fragments, run-ons, comma splices and mixed constructions).
- You will be able to identify and compose sentences with a variety of sentence structures.
- You will be able to recognize grammatical errors and know how to correct them.
- You will, through practice, develop your ability to write coherently under time constraints.
- You will use words and grammatical structures correctly and with confidence.

The various graded components of this syllabus are intended as a direct measure of your progress towards these goals. You will demonstrate your achievement by participating fully in discussion, by completing exercises and quizzes, by analyzing your own writing, and by applying your knowledge in your writing practice.

**Intended Audience:** Students in this course should be concurrently enrolled in College Writing I. Your placement into this required lab indicates that some additional attention to the fundamentals of your writing is warranted. This class is intended for students who are prepared to make the most of that attention and who wish to achieve better control of and more confidence in their writing. I hope that the students in this course will make our time together engaging, fruitful, and enjoyable.

**Purpose of the Course Wiki:** Our wiki, <http://paula-haines.wiki.uml.edu/100SI>, is meant to be a repository of material related to this course as well as a place for your virtual portfolio and our discussions. **Please join the wiki right away and bookmark it in your browser.** You will need to return to it throughout the semester to get and post assignments! On it, I have included links to both academic and commercial websites. Please use your good judgment about following links outward from those sites, and about relying upon them as academic resources. Also, I am aware that there are many web resources that support and encourage acts of academic dishonesty; my policy on plagiarism is included in this syllabus. I hope that you will use the course site to help you keep on top of assignments and due dates, and as a way to contact me. If you have a link you think I should include on the site, please let me know.

**Required Text:** *Sentences at a Glance* by Lee Brandon, 4<sup>th</sup> edition, ISBN-13: 978-0-618-95779-8  
You will need to purchase this textbook immediately. It is available in the North Campus Bookstore.  
I will hand out other materials in class, and I may ask you to refer to material on the Internet or on reserve at Lydon Library.

Additionally, you must have at your disposal:

- a comprehensive writing handbook (one should have been assigned for your CWI class; if not, see me)
- a good dictionary

**Grading:** I will calculate your grade on the following basis:

- Quizzes and exercises, 26%
- Writing assignments 15%
- Three editing reports (8% ea) 24%
- Midterm evaluation 10%
- Positive contribution to class meetings 10%
- Exit evaluation (final exam) 10%
- Self-assessment of portfolio 5%

**Attendance and lateness:** You will complete most of the work of this course during our class meetings. Missing part or all of a class meeting means that you are not completing the work of the course. (See the policy on late work, below.) As you can imagine, missing class will also negatively impact your grasp of the material and will most certainly result in lower grades on quizzes and other assignments. Therefore, given that we have only 13 class meetings this semester, **missing**

**more than two meetings of this course will result in course failure.** Furthermore, because I will typically give quizzes and writing assignments at the very start of the class meeting, **habitual lateness will radically reduce your course grade and, even without absences, may result in course failure.** Even when absences are unavoidable and justified, they amount to missed work, particularly in a hands-on course such as this. To avoid unwanted complication, I do not distinguish “excused” from “unexcused” absences; an absence is simply an absence. If you have a serious illness, you should contact me as soon as you have missed class and then document that issue through the Dean of Students’ Office in Cumnock Hall, but you must bear in mind that even absences due to illness may prevent you from passing the course.

**Late work, extensions, and revisions:** I expect you to turn in your work on time. Missed quizzes and exercises may not be made up, as this defeats their purpose. Late assignments will receive a grade of zero. On-time work should be handed in in class unless I have specified otherwise.

**Extra credit:** I do not give “extra credit” or “make-up” work.

**Participation:** This course is designed for hands-on work and active class discussion. In order for us to have meaningful discussion, you must be prepared for class, which means that you must complete all assignments fully and on time. Be ready to make a positive contribution to our discourse by asking and answering questions, and by listening and responding to others. 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 and respects other members of the class.

**Suggestions about notes:** Because they will help you master course material and improve class discussions, I suggest you keep thorough and organized notes. Take notes in class. As you read in preparation for class, make notes in the margins of the text, and write major observations and questions in your notebook. These habits will help you when I call on you in class, when you contribute to discussion, when you want to meet with me for a conference, and when you are completing assignments on your own both for this class and for College Writing I.

**Writing assignments and portfolio:** As I have indicated in the grading scheme above, you will work on several kinds of writing assignments during the course of the semester. For each assignment, you will be given detailed directions. Almost every meeting of our class will find you completing a short writing assignment. Depending upon whether we have computers at our disposal, I might ask you to collect these writings in a notebook or to keep everything in a virtual journal. In either case, you should keep absolutely everything that you write (including quizzes, etc.) readily available, as you will need to present these as part of your course portfolio. Assignments for writing to be completed outside of class will be posted to the course wiki. In grading your writing, I will always take into consideration the quality of thought behind the writing, the application of course concepts, the responsiveness to the specific directions for the assignment, the clarity of expression in structure, and the correctness of the prose. I am always interested in talking to you about your writing, and I encourage you to use the writing tutors at the Centers for Learning if you need additional help.

**Academic Integrity:** I will not tolerate academic dishonesty. Make yourself thoroughly familiar with the University's policy on academic dishonesty ([http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)), the definitions given there of cheating, fabrication, plagiarism, and facilitating dishonesty, and the applicable penalties for infraction. This is a serious issue, and I will report cases of plagiarism and cheating to the Provost's Office according to University policy.

**Conferences:** I will very likely assign individual conferences for this course, but even when they are not required, I strongly recommend them. Should you have questions, need additional help, or want to discuss your work or the course material at any point during the semester, I will be more than happy to try to help. Please make use of my weekly office hours, listed above. I am readily available by appointment or at an alternate location if my office hours are incompatible with your schedule.

**Classroom courtesy:** Please help maintain classroom decorum and courtesy by turning off and putting away cell phones and other electronics during class. These devices serve as distractions and disruptions during our limited and valuable class time. Please refrain from carrying on side conversations during class, as this prevents you from taking part in the discussion of the class as a whole and creates an annoying distraction. If you cannot contain your private conversation, kindly absent yourself from class so that the rest of us need not be disturbed. If your behavior is disruptive, I will instruct you to leave, and you will be marked absent for the day.

**Accommodations:** 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: McGauvran 363, phone: (978) 934-4338 as soon as possible. If you have a documented disability that will necessitate academic accommodations, please notify me in the first week of classes so that we might make appropriate arrangements. If you will miss class due to religious observances or other protected activities, please see me in advance so that we can plan for any changes to due dates, etc.

## Course Schedule

The calendar below offers a brief sketch of the pace of this course. Depending upon the strengths and weaknesses of the group, this is subject to radical change. **Please take note of changes!** I will announce updates in class and post them to the wiki as we go along. You are responsible for staying current with assignments and due dates as I announce them.

#	Date	Comment
1	<b>9/7</b>	Introduction to the course and initial skills evaluation. Explanation of course portfolio. Short writing. HW: Join wiki. Purchase textbook before next class meeting; read the "Student Overview" on pages xv-xvii. Look over the descriptive portions (i.e. everything but the exercises – and please note that descriptive material is mixed in between the various exercises) of <i>At a Glance</i> Chapters 3 and 13.
2	<b>9/14</b>	Discuss monthly editing self-evaluations. Short writing. Parts of speech, <i>At a Glance</i> (hereafter, <i>AaG</i> ) Chapter 3. Spelling and commonly confused words, <i>AaG</i> Chapter 13. HW: look over the descriptive portions of <i>AaG</i> Chapters 4 and 5.
3	<b>9/21</b>	Short writing. Subjects and verbs, <i>AaG</i> Chapter 4, and Kinds of sentences, <i>AaG</i> Chapter 5. HW: Look over the descriptive portions of <i>AaG</i> Chapters 6 and 7.
4	<b>9/28</b>	In-class conferences and work on September self-evaluation. HW: Complete September self-evaluation.
5	<b>10/5</b>	September editing self-evaluation due. Combining sentences, <i>AaG</i> Chapter 6. HW: Re-read the descriptive portions of <i>AaG</i> Chapters 6 and 7.
	[10/12	<i>No class, Monday class schedule]</i>
6	<b>10/19</b>	Short writing. Correcting fragments, comma splices and run-ons, <i>AaG</i> Chapter 7. HW: review for mid-term evaluation.
7	<b>10/26</b>	Mid-term evaluation. HW: Complete October self-evaluation, if you have not already done so.
8	<b>11/2</b>	October editing self-evaluation due. In-class conferences. More work on <i>AaG</i> Chapters 6 and 7. HW: Look over the descriptive portions of <i>AaG</i> Chapters 8 and 10.
9	<b>11/9</b>	Short writing. Balancing sentence parts, <i>AaG</i> Chapter 8, and Pronouns, <i>AaG</i> Chapter 10. HW: Look over the descriptive portions of <i>AaG</i> Chapters 9 and 11.
10	<b>11/16</b>	Short writing. Verbs, <i>AaG</i> Chapter 9, and Adjectives and Adverbs, <i>AaG</i> Chapter 11. HW: Look over the descriptive portions of <i>AaG</i> Chapter 12.
11	<b>11/23</b>	Short writing. Punctuation and Capitalization, <i>AaG</i> Chapter 12. HW: Complete November self-evaluation, if you have not already done so.
12	<b>11/30</b>	November editing self-evaluation due. Review portfolio guidelines. Work on self-assessment. HW: Assemble portfolio, including self-assessment.
13	<b>12/7</b>	Review for exit evaluation. Work on self-assessment. HW: Assemble portfolio, including self-assessment.

**Final Exam** date, time, and location TBA: Portfolio due. Exit evaluation.