

Contact information, including office hours, minimally one hour per week per section you are teaching (We know office locations are TBA.)

Course numbers, days and times (We know locations are TBA.)

Critical advice to keep the syllabus in play throughout the term. Students never need to make assumptions if they have the syllabus; either the policy is spelled out explicitly or they know how to reach me to ask their questions.

### College Writing I, 42.101.2XX

Professor Haines, Fall 2010  
TR 10:00 – 11:15, PA 406

#### Contact Information:

Office Hours:  
TR 12:00 – 2:00 (exceptions TBA in class) in Falmouth 301D, and by appointment

Voicemail: (978) 934-4186  
E-mail: Paula\_Haines@uml.edu  
Web: <http://paula-haines.wiki.uml.edu>  
Mailbox located in Falmouth 301

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

Learning objectives spelled out (in this case, it's pretty much a cut-and-paste job, but you could be more artful if you wanted!)

**Purpose and Goals of the Course:** This syllabus lays out policies and assignments that are meant to guide your efforts towards those goals. The policies, including the grading policy, establish an orderly and clear set of expectations that will serve as a basis for all of your work. During this semester, you'll focus on the composition process at every stage, from pre-writing, drafting, revising, editing through proofreading. 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. You'll 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'll get down to the nitty-gritty of building sound sentences, paragraphs, and essays. You'll read quite a lot, and write quite a lot, responding critically to others' ideas so that you can 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. In summary, you'll accumulate writing strategies that you can use for the rest of your life! We'll join in the campus-wide conversation about The U.S. Declaration of Independence, and it is my hope that you'll 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. In order to be able to accomplish all of this work, you must be prepared to participate in class in an open-minded, productive manner, and to complete all of the assignments with a sense of purpose and engagement. The course will require you to make a significant commitment of your time. Be ready to make a serious effort to improve your writing.

This is an example of a requirement I place on students that's outside the department's requirements. For me, they have to learn how to edit the wiki. For you, maybe it's using TurnItIn.com, or something else entirely.

**Purpose of the Course Website:** The course website is actually a wiki, located at <http://paula-haines.wiki.uml.edu/1012XX>. I have used the wiki format because you will be contributing to the content of the site throughout the semester. I require that you join the wiki, visit it regularly, and that you master the simple tools for using it, which we'll discuss in class. I will require that you post various pieces of your work there on a deadline. The wiki will be a resource for your exploration of material related to your writing assignments, and it will grow as the semester goes on. 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 should be included on the site, please post it. You should also know that the wiki tracks all changes by user and saves the editing history!

List of required texts and materials (including the Declaration). The goal here is for students not to encounter additional costs after the add/drop period. If they need a specific kind of notebook or binder, or they need to give you a CD or USB drive, etc. be sure to note it! Even though they already have the Common Text, and they don't need to buy a specific dictionary for me, they do need to have those things, so I'm listing them here.

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

*Argument in America: Essential Issues, Essential Texts*, Jack Selzer, ed.  
*A Writer's Reference*, Diana Hacker

You will also need the copy of The United States Declaration of Independence provided to you by the Common Text Program (please see me if you have not already received your copy), and a good dictionary. I will hand out supplemental materials in class.

**Grading:** All assignments must be completed at a passing level for you to pass the course. I will calculate your grade on the following basis:

Essay 1 and the research proposal	8% each
Essays 2 and 4	12% each
Essays 3 and 6	15% each
Essay 5	20%
Participation, including forum	10%

General breakdown of grade by percentage. That is a University-wide requirement. Let students know that you expect them to keep track of their own performance, too.

Since participation is the least tangible part of the grade, and students tend to overestimate their performance, I need to help them interpret the requirement.

**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. Don't let the relatively low numerical value of this part of your grade mislead you; 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 encourage other members of the class and respect 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. 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.

These bits fall under the category of "advice." I don't have to give them every scrap of advice on the syllabus, but I really want students to read carefully, take notes, and use the Centers for Learning, so those items make the cut.

**Writing assignments:** As I have indicated in the grading scheme above, you will complete several different types of writing assignments during the course of the semester. For each assignment, you will be given detailed directions. All writing assignments should be typed and must be handed in as hard copy (i.e. not on disk, CD, or via e-mail). 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. With each assignment, I will give you a grading rubric that will help guide your drafting and revision. I will also give you a style sheet to follow when turning in papers to me. Please keep copies of all of your drafts and revisions—everything you write during the course of the semester. You are responsible for maintaining a complete archive.

**Reading:** To get the benefit of the reading, you will need to be an active reader. 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. Because I operate from the assumption that you are motivated to learn, I do not include quizzes as a percentage of the grade on the syllabus. Therefore, should quizzes become necessary, you will find that a poor performance on a quiz will impact the essay toward which the reading is building, limiting your highest possible grade on that essay. I will not give make-up quizzes without a documented medical emergency.

Conferences are another requirement that I place on my students beyond the departmental requirements.

**Conferences:** I have assigned individual conferences where I feel that they will constitute a good use of both your 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. 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. Don't shy away from my office hours (or from those of your other faculty, for that matter); individual attention will help you focus your efforts and save your time.

**Tutoring:** You may seek help from the writing tutors at the Centers for Learning 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.

Information about the University's plagiarism policy. Assigning the Academic Integrity policy as a course reading is not a bad idea, either!

**Plagiarism:** 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.

Another requirement particular to my way of doing things. Students can formulate a sound expectation about how I'll react to their late work

Attendance policy. An absolute requirement. The University policy says that the instructor sets this policy. There are lots of ways to reward good attendance and assess poor attendance. Whatever your way, be sure that the limits and the consequences are clearly stated.

Disability and accommodations statement.

One "paper-cycle's worth" of the course schedule, for the purposes of demonstration. I usually give the whole thing at once and post changes to the wiki when they occur. If there's major change, I'll re-issue the affected section of the calendar in hard copy, too.

I've tried to unify the assignments and the process with the course goals!

**Late work, extensions, and revisions:** I expect you to turn in your work on time. Late papers will receive a grade of zero. This includes papers turned into my mailbox or e-mailed to me 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 one half of a letter grade, and I will not accept papers after the extended due date. I will approve requests to revise on a case-by-case basis. Do not expect to turn in sloppy work on the due date and revise at your convenience; editing after the due date will not be permitted. Requests to revise already-graded essays 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.

**Attendance and lateness:** On most days, you will complete work in class. As noted above, late work will not be accepted. Therefore, missing class, or habitual lateness, will radically reduce your course grade beyond the scope of the 10% participation 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. I will take attendance regularly, and your record will be a factor in deciding a borderline grade. Excessive absences will result in course failure.

**Classroom courtesy:** Please help maintain classroom decorum and courtesy by turning off pagers, cell phones, and other electronic devices 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 happily accommodate students with documented disabilities confirmed by the Office of Disability Services (McGauvran 363, (978) 934-4338). 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.

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### COURSE SCHEDULE (excerpt)

This is a plan for how the course will be paced. **Readings are due—read critically and in full—on the day on which they are listed.** I fully expect to make changes to these dates, so please make sure that 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.

**9/2** Introduction to the course. Writing samples. HW: Read syllabus thoroughly and write down any questions. Read Grafton's introduction and The U.S. Declaration of Independence, taking notes as discussed.

**9/7** Discussion of essay topics based on The U.S. Declaration of Independence and drafting process basics. Discuss your ideas, review essay structure basics, goals for essay #1, the grading rubric. HW: Re-read the assignment sheet for essay #1. In *Argument in America (AiA)*, read Banneker, "Letter to Thomas Jefferson" and Stanton, "The Seneca Falls Declaration," taking notes toward viable essay topics.

**9/9** Discuss the readings with an eye toward developing your essay. Your class notes are part of your pre-writing. Work on strong thesis statements. HW: In *AiA*, read Douglass, "What, to the Slave, Is the Forth of July?" and Milk, "The Hope Speech," taking notes. Read Hacker 10-18, and make your "written plan with thesis" for essay #1, as described on the assignment sheet.

**9/14** Discuss the readings and your written plan with an eye to developing your draft. HW: Prepare your "impossibly rough draft" of essay #1 for Thursday, and bring three copies with you.

**9/16** Workshop the impossibly rough drafts; writer's self-audit. HW: Complete draft of essay #1 for Tuesday.

**9/21** Shift gears! Discuss the goals of the essay #2 assignment, and different ways of approaching it. HW: in *AiA*, read read Emerson, "The American Scholar" and DuBois "The Talented Tenth."

**9/23** Discuss the readings toward developing essay #2. HW: In *AiA*, read White, "Education," and generate your "written plan with quotes" for essay #2, as described on the assignment sheet

**9/28** Continue to discuss readings and planning for essay #2. HW: Revise essay #1, Due 10/5.