

WRIT 1301-069: University Writing Fall 2010

Instructor: Trent M. Kays
Classroom: Appleby Hall Room 223
Time: Monday, 6:20-8:50pm
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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: 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.

Textbooks

Graff, Gerald and Cathy Birkenstein. *"They Say/I Say": The Moves That Matter in Academic Writing*. 2nd ed. New York: W.W. Norton & Company, 2010. Print.

Hacker, Diana. *A Pocket Style Manual*. 5th ed. Boston: Bedford/St. Martin's, 2009, 2008. Print.

Workload

Students can expect to spend an average of eight hours per week on this course outside of class time.

Course Calendar (Subject to Change)

	<u>Week 1</u>
Monday 09/13:	Introductions. What is writing? Groups. Pace of course.
	<u>Week 2</u>
Monday 09/20:	Ch. 1 "They Say" and Ch. 2 "Her Point Is" from <i>They Say/I Say</i> Reading: "Is Google Making Us Stupid?" by Nicholas Carr—Available online: http://bit.ly/cXNeCU "The Question of Technology" Ch. 9 from <i>Leonardo to the Internet</i> by Thomas J. Misa Paper #1 Assigned
	<u>Week 3</u>
Monday 09/27:	Ch. 3 "As He Himself Puts It" from <i>They Say/I Say</i> In-class peer review of paper #1

	<u>Week 4</u>
Monday 10/04:	Ch. 4 “Yes/No/Okay, But” from <i>They Say/I Say</i> “Is Design Political?” by Jennie Winhall—Available online: http://bit.ly/LCgeg Documentary: <i>Objectified</i> by Gary Hustwit (In-class viewing) Second draft of paper #1 due
	<u>Week 5</u>
Monday 10/11:	Ch. 5 “And Yet” from <i>They Say/I Say</i> “Absolute PowerPoint: Can a software package edit our thoughts?” by Ian Parker—Available online: http://nyr.kr/c75Uk2 Final draft of paper #1 Paper #2 assigned
	<u>Week 6</u>
Monday 10/18:	Ch. 6 “Skeptics May Object” and Ch. 7 “So What? Who Cares” from <i>They Say/I Say</i> In-class peer review of paper #2
	<u>Week 7</u>
Monday 10/25:	Ch. 8 “As a Result” and Ch. 9 “Ain’t So/Is Not” from <i>They Say/I Say</i> “A Death on Facebook: Intimacy and loss in the age of social media” by Kate Bolick—Available online: http://bit.ly/cMreOa “Evaluating Iran’s Twitter Revolution” by Jared Keller—Available online: http://bit.ly/aOcSOy Second draft of paper #2 due
	<u>Week 8</u>
Monday 11/01:	Ch. 10 “But Don’t Get Me Wrong” and Ch.11 “I Take Your Point” from <i>They Say/I Say</i> Final draft of paper #2 due Annotated bibliography and paper #3 assigned
	<u>Week 9</u>
Monday 11/08:	No class—meet with me for individual conferences.
	<u>Week 10</u>
Monday 11/15:	Ch. 12 “What’s Motivating This Writer” from <i>They Say/I Say</i> In-class peer review of paper #3

	<u>Week 11</u>
Monday 11/22:	<p>“Google is Watching, Perhaps Soon in Your Home” by Thomas Claburn—Available online: http://bit.ly/dfXi4s</p> <p>“Why McDonald’s Fries Taste So Good” by Eric Schlosser</p> <p>Second draft of paper #3 due</p>
	<u>Week 12</u>
Monday 11/29:	<p>TBD: <i>Blade Runner</i> or <i>A Scanner Darkly</i> (In-class viewing)</p> <p>No Readings</p> <p>Paper #3 due</p> <p>Paper #4 assigned</p>
	<u>Week 13</u>
Monday 12/06:	<p>No Readings</p> <p>In-class peer review of paper #4</p>
	<u>Week 14</u>
Monday 12/13:	<p>No Readings</p> <p>Final draft of paper #4 due</p>

Grading

- Portfolio 1: Evaluative Summary 10%
- Portfolio 2: Critical Analysis 25%
- Portfolio 3: Research Project 35%
- Portfolio 4: Reflective Essay 20%
- Participation: 10% (Includes such items as discussion, peer review, and other group work, informal writings. (Note: negative, or disruptive participation may lower your grade)

The grading policy in this course conforms to CLA guidelines. Therefore a "C" is equivalent to basic fulfillment of requirements; to achieve a grade higher than a "C" a student 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"

Incompletes

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. The student must make arrangements with the instructor for an incomplete before the last day of 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.

Assignments

You must turn in all required drafts and revisions. If you do not, you are likely to receive a lower grade for the course.

Late assignments may receive a lower grade.

Keep copies of all your work in a folder dedicated exclusively to this course; back up your work on your computer in case assignments get lost.

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.

Students with Disabilities

Any student with a documented disability condition (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and Disability Services (626-1333) at the beginning of the semester.

Student Conduct

The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. This includes any behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities. Students responsible for such behavior may be asked to cancel their registration (or have their registration canceled).

Scholastic Dishonesty

The University Student Conduct Code defines scholastic dishonesty as follows:

“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.” <http://advisingtools.class.umn.edu/cgep/studentconduct.html>

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
- or that fails to properly acknowledge its sources through standard citations

Extra Work/Credit

The College of Liberal Arts does not permit students to submit extra work/credit 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.

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.