

Englwr112H College Writing Spring | Benjamin Zender

COURSE OBJECTIVES

As the only class that satisfies UMass's College Writing requirement with the General Education curriculum, almost every student at UMass will take ENGLWRIT 112 College Writing. To read the Writing Program's official statement on the course objective umass.edu/writingprogram/112/syllabus112.html.

Your full engagement in this course should help you to:

MAKE CHOICES Every piece of writing involves making a host of choices, including such consideration as content, style, and scope. Being aware of the purpose for your writing and your own personal goals will help you to make more intentional and effective choices.

WRITE IN CONTEXT Writing occurs in the context of different audiences for different purposes. Rhetorically effective writing will make choices in the contexts of your own subject position, the expectations of your audience, and various textual conventions (including aspects of the text like form and grammar).

READ IN CONTEXT The most effective writers read critically and generously, looking to other texts to help inspire their own ideas and approaches.

USE RESOURCES Effective writers seek out and rely on all available resources to improve their texts.

DEVELOP WRITING STRATEGIES Writers use a variety of practices to produce text, including writing multiple drafts and obtaining feedback from peers.

DEVELOP IDEAS Rather than simply producing text that reflects their already existing ideas, writers develop their ideas through writing.

REQUIRED TEXTS

- Hoang, Haivan V., et al., eds. *Opening Conversations: A Writer's Reader*. Plymouth, MI: Hayden-McNeil Publishing, 2015. Print.
- Zukowski, Patricia, et al., eds. *The Student Writing Anthology, 2015-16*. Plymouth, MI: Hayden-McNeil Publishing, 2015. Print.
- Paper or notebook for each class period.
- A single folder to turn in all generative writing at the end of each unit.
- Keep all of your own writing (generative writing, drafts, and class notes); you will refer to this work in Unit 5.
- Access to an electronic or printed MLA style guide. For my own writing I prefer to use the Purdue OWL website (owl.english.purdue.edu/owl/resource/747/01) and to search for answers about specific MLA questions directly in google. The optional text is below an excellent resource to have on hand for the rest of your time as a student at UMass, including your required junior writing class.
- Optional: Lunsford, Andrea A. *EasyWriter*. 5th ed. Boston: Bedford/St. Martin's, 2014. Print.

RESOURCES

YOU: Take charge of this experience. Take responsibility for your own learning, including accessing all of the resources below and advocating for yourself.

ME: Please visit my office in Bartlett 68 to receive additional feedback, pose questions or concerns, or talk about your experience at UMass more broadly. I am always available by appointment or Thursdays 11:30-12:30.

THE WRITING CENTER: All UMass students and faculty have access to free one-on-one 45 minutes in the Writing Center for any writing projects (including professional applications and creative work). Make an appointment at umass.edu/writingcenter.

THE WRITING PROGRAM: College Writing is offered by the university's Writing Program (umass.edu/writingprogram). Drop by Bartlett 305, call 413.545.0610, or email writingprogram@acad.umass.edu with any questions, concerns, or suggestions.

OFFICE OF DISABILITY SERVICES: I am committed to making this course useful and accessible to the widest possible range of students. Talk to me about ways that I can structure the class to suit your own learning needs, whether or not you are registered with disability services. Registering with the Office of Disability Services (umass.edu/disability) may afford your certain legal accommodations that will be also be forwarded to each of your other instructors.

STUDENT WRITING ANTHOLOGY: Essays in the *Student Writing Anthology* are selected every year by a committee of Writing Program instructors from instructor nominations. I may ask you to submit your work for consideration.

BEST TEXT CONTEST: Each College Writing student can submit one essay to the Charlie Moran Best Text Award, a contest that carries cash prizes.

COURSE REQUIREMENTS & GRADING

You will receive one grade for all of your work in each unit, including a combined assessment of your revision work, peer commenting, GGG performance (worth 25% of each unit: see class policies), and credit for your generative writing.

UNIT 1: RUPTURES (20% of final grade)	<p>Assignment: Write about how your various social contexts shaped one specific moment in your life.</p> <p>Required Submissions: Generative Writing (submitted in folder) Peer Comments (emailed to two peers and instructor after Shitty First Draft & Single Idea Draft) Drafts (submitted to moodle): Shitty First Draft, Single Idea Draft, Central Purpose Draft</p>
UNIT 2: LENSES (20% of final grade)	<p>Assignment: Write about how your various contexts shape your reading of a specific text.</p> <p>Required Submissions: Generative Writing (submitted in folder) Peer Comments (emailed to two peers and instructor after Shitty First Draft & Single Idea Draft) Drafts (submitted to moodle): Shitty First Draft, Single Idea Draft, Central Purpose Draft</p>
UNIT 3: POLAROIDS (25% of final grade)	<p>Assignment: Develop a research question, direct your own research, and propose a Unit 4 project.</p> <p>Required Submissions: Generative Writing (submitted in folder) Peer Comments (emailed to two peers and instructor after Shitty First Draft & Single Idea Draft) Drafts (submitted to moodle): Shitty First Draft, Single Idea Draft, Central Purpose Draft</p>
UNIT 4: COLLAGES (20% of final grade)	<p>Assignment: Using your research as a springboard, write to a specific audience.</p> <p>Required Submissions: 4 short public pieces submitted to tumblr.com</p>
UNIT 5: OBITUARIES (15% of final grade)	<p>Assignment: Write about how you've navigated one aspect of the course throughout each of the previous units.</p> <p>Required Submissions: Generative Writing (submitted in folder) Drafts (submitted to moodle): Shitty First Draft, Central Purpose Draft</p>

DRAFTS

SHITTY FIRST DRAFT: an incomplete draft that includes multiple ideas and possible directions, uses a variety of forms, takes risks, and focuses on possibilities over decisions

SINGLE IDEA DRAFT: a complete draft completed after peer and instructor commenting that explores a single concept, idea, or narrative from beginning to end

CENTRAL PURPOSE DRAFT: a complete, polished draft completed after final round of peer commenting that re-sees, revises, restructures, and rewrites with a Central Purpose, goal, or burning question in mind

FINAL GRADES

Final grades will be based on the following numerical equivalents and general definitions (*grades of B and above are considered honors grades*):

letter	grade pt.	percent	meaning
A	4.0	100---94	excellent
A---	3.7	93---90	
B+	3.3	89---87	
B	3.0	86---83	good
B---	2.7	82---80	
C+	2.3	79---77	

letter	grade pt.	percent	meaning
C	2.0	76---73	fair
C---	1.7	72---70	
D+	1.3	69---67	
D	1.0	66---60	poor
F	0.0	59---0	failure

CLASS POLICIES

ATTENDANCE

Outside of university sanctioned excused absences—including religious observance, required participation in athletic events, and disability-related accommodations (umass.edu/registrar/students/policies), there will be no excused absences in this course. Each absence will take off 5% of your unit grade. According to Writing Program policy, students who miss more than 20% or 3 weeks of class meetings (6 absences)—regardless of reason—cannot pass the course.

I do hope you will let me know when you will be absent. If you miss a class, you are still responsible for obtaining the homework assignments and turning in work on time. I expect you to obtain the daily GW assignments from your peers. Unfortunately, you may be able to make up any generative writing assignments based on group activities. If you notify me in advance and/or have any extenuating circumstances, I will do my best to make accommodations that will allow you to stay on track and still participate in graded activities like peer commenting. I do not accept late work. I do, however, grant extensions to those who have spoken to me in advance and have demonstrated solid GGG performance in class.

ACADEMIC HONESTY POLICY

I've attached the Writing Program's Academic Honesty statement to this syllabus, and you can visit umass.edu/dean_students/codeofconduct/acadhonesty for UMass's official policy. In short, the policy asks you to (1) be ethical in your treatment of other people's work and ideas by citing their ideas accurately and fairly and (2) turn in newly produced work for each unit that is an honest outcome of your own work. Violations of this policy will likely result in failure of the course and could carry additional repercussions.

GOOD, GIVING, & GAME

In order to build the kind of community that will best foster your writing skills, I've adopted a GGG policy in lieu of a participation grade. I will grade and provide feedback on your GGG performance each unit, and GGG is worth 25% of your final grade.

GOOD:

- Being prepared for class, including arriving on time with all course texts and materials and completing assigned homework
- Listening intently to each other, including asking follow-up questions or referring to the work of each other in group discussions, directing discussion toward each other rather than solely the instructor, and taking notes when peers express exciting ideas
- Respecting the ideas and work of others by treating peer work with interest and care
- Being committed to the kind of self-reflection that will lead to improvements in your writing and GGG performance
- Keeping the classroom distraction free by keeping phones off and avoiding side conversations
- Reading the syllabus, assignment sheets, and instructor emails before emailing instructor with questions

GIVING:

- Being generous and intentional with feedback
- Asking questions in class rather than in private, which will keep me accountable for information and benefit you and your peers
- Offering to take on roles like note-taking, reading aloud, and being a spokesperson for small group discussion
- Actively participating in classroom discussion

GAME:

- Being willing to try out new approaches
- Moving beyond the strategies that have always worked for you in the past
- Engaging in class activities that don't initially seem to relate to unit goals
- Exploring possibilities from peer and instructor feedback
- Taking risks in low-stakes generative writing assignments

ENGL WRIT 112H Unit 1 “Ruptures”

*Paying attention to the Unit 1 goals below and “Central Purpose” draft requirements below, **write something**. I will grade the “Single Purpose” draft alongside all Unit 1 drafts, generative writing, and class activities for one, final Unit 1 grade.*

*Suggestion: **narrate** a single moment of rupture in your life. Dive straight into the action of this moment. **Analyze** the role of context in shaping this experience.*

UNIT 1 Goals	GRADE	
GGG		25%
Giving, good, & game in all aspects of the unit (15%)		
Thoughtful, specific, and engaged peer comments (10%)		
WRITING PROCESS		25%
Evidence of close and meaningful revision at each stage (15%)		
All generative writing completed and included in final portfolio (10%)		
CONTEXT		25%
Deep analysis the role of your contexts (15%)		
Writing shows a clear sense of purpose (10%)		
STYLE		20%
Precise and evocative language places reader within your narrative		
COPY EDITING		5%
Precise and evocative language places reader within your narrative		

Important Due Dates

- Saturday, 1/30 by 11:59 pm -GW #10 Context Map uploaded to Moodle
- Monday, 2/1 by class
 - Shitty 1st Draft submitted online to Moodle
 - Bring 2 printed copies to class
- Wednesday, 2/3 by class
 - 1st Round Peer Commenting (global comments) emailed to peers and Benjamin
- Saturday, 2/6 by 11:59 pm
 - Single Idea Draft submitted online to Moodle
 - Emailed to peers
- Monday, 2/8 by class
 - 2nd Round Peer Comments (tracked changes, inserted comments) emailed to peers and Benjamin
- Wednesday, 2/10 by class
 - Central Purpose Draft submitted online to Moodle
 - Unit 1 Generative Writings submitted in a folder in class

Final Central Purpose Draft:

- Titled
- 1000-1250 words
- Word count at the end of the essay
- Saved as a .doc or .docx file

ENGL WRIT 112 Unit 2 Assignment "Lenses"

Write a letter to a person (a teacher, sibling, parent, peer, administrator, pop star, imaginary friend) who has been important to you in terms of your educational and learning goals. In the letter you should explore how your contexts have helped to shape and provide meaning for these goals.

- Make reference to 2 or three of the following "texts": "No Man's Land" (Kalmar), our joint classroom meeting with Marlene Perez's class, and/or the UMass Writing Program 2015 Resource Staff Podcast "Diversity in the Classroom."
- It should be clear from the letter why you have selected this person and what you hope to accomplish by writing them. In other words, this should not be an essay disguised as a letter. Are you thanking them? Telling them how they affected you? Helping them understand something? Blaming them for your current problems and anxieties? Threatening them with legal action? Try to start with understanding the purpose behind your letter and then make writing choices in regard to the other goals.
- Presumably, your audience is not familiar with Kalmar's chapter, the podcast, or our class discussions. How can you represent these "texts" accurately and fairly, making sure that you provide enough of the text so that your references make sense, but not so much that summary takes over your own writing? How can you make them relevant to your conversation with this person?
- The final letter should be at least 1000 words. Please include a word count at the end of the letter after your salutation.

Due Dates

- Wednesday, 3/2: Shitty First Draft Uploaded to Moodle by class time
- Wednesday and Thursday 3/2-3/3: Individual conference with Benjamin (sign up in class on Monday, 2/29)
- Monday, 2/7: Single Idea Draft due to Moodle, Bring 2 Printed Copies to Class
- Wednesday, 2/9: Central Purpose Draft due to Moodle, Bring GW folder (with all GW to date) to class

Unit 2 Goals	Grade	%
GGG		25%
Giving, good, & game in all aspects of the unit (15%)		
Peer edits: thoughtful, specific, engaged comments (10%)		
Writing Process		25%
Drafting process: timely drafts, evidence of close revision according to feedback and goals (10%)		
Generative writing: complete and turned in to class (10%)		
Analysis of Context		25%
Your writing clearly connects your contexts to your current educational and learning goals		
Accurate and Fair Representation of Ideas to an Audience		25%
It is clear why you are writing to your correspondent and what you hope to accomplish by referring to the Unit 2 texts (15%)		
Skilled usage of paraphrase, quotations, and summary (10%)		

ENGL WRIT 112 Unit 3 “Polaroids”

Annotated Bibliography

An annotated bibliography is a research tool that will help you keep track of possible sources and evaluate them for your own writing. You are not obligated to any of these for your final piece, which you won't complete until unit 4. Remember, you'll have more potential sources and directions than you can possibly use or explore: Unit 4 will be about making choices, but Unit 3 is about opening up possibilities.

1. Type your research question or questions at the top of a new document.
 - Keep this same document as we go through the unit, uploading the full file to moodle.
 - Every time you add additional sources, start on a new page and retype your updated research question at the top. The question will likely change as we proceed.
2. Read each source (for complete books, choose a single chapter)
3. Cite each source using MLA “works cited” guidelines
4. Following each citation, write an annotation, including:
 - A brief summary (2-4 sentences)
 - An evaluation of the source’s publication context (Who is the author? When was it written? Where was it published? Why are each of these important in consideration of your research question? Use the CRAAP worksheet.) (1-3 sentences)
 - An evaluation of the source’s usefulness toward answering your question (use the CRAAP worksheet) (4-10 sentences): tell me exactly what it could help you accomplish or how you might use it to answer your questions, including any limitations or frustrations.

A Good Research Question:

1. is an actual question, not a statement or an argument disguised as a question,
2. requires a complicated response that require real research to complete; can’t be answered by a quick Wikipedia search or a direct delivery of facts,
3. can not be answered with yes or no,
4. is something to which you don’t already know the answer, and
5. is specific enough that they will lead to a very focused and meaningful project; should be extremely narrowly defined and confined to a very small piece of the larger pie.

Important Due Dates

<p>Sunday, 11/15</p>	<p>[] []</p>	<p>By Sunday, 11:59 pm:</p> <ol style="list-style-type: none"> 1. Update your research question. Remember qualities of a good research question listed above. 2. Submit 3 additional sources to your annotated bibliography to moodle. Consider the feedback you received in class to choose and respond to these sources.
<p>Tuesday, 11/17</p>	<p>[] [] [] [] []</p>	<p>By Tuesday before class.</p> <ol style="list-style-type: none"> 1. Submit 2 additional sources to moodle. At least one should be a peer-reviewed journal article. 2. Email your complete annotated bibliography (11 sources) to your group members. <p>By Group Conference (We'll schedule next week for Wed.-Fri.)</p> <ol style="list-style-type: none"> 1. Bring 3 copies of 200 words (one page) of notes/ ideas about potential audiences for your Unit 4 writing and potential forms for your writing. A potential audience can't be "somebody who is interested" and a form can't be "a paper." Think in terms of actual groups of people, and actual types of writing. Think about what each audience already knows about your topic, what you would need to teach them, and what you want them to get out of reading/seeing/listening to your piece. Possibilities: A blog post to narcotics anonymous members. An ironic rap song to children in Northampton elementary schools. A lecture to a group of retired surfers. A love letter to Benjamin Zender. A graphic novel to elderly Japanese grandparents. 2. Read your peers' annotated bibliographies in full and be prepared to discuss their research (with specific attention to their existing sources and their research question). 3. Bring 50-100 words of notes for each of your group members (100-200 total), tracking what you might bring up in the discussion and how you can help them move forward to the next stage.
<p>Thursday, 11/19</p>		<p>Class Cancelled for Group Conference.</p>
<p>Sunday, 11/22</p>	<p>[]</p>	<p>By Sunday, 11:59 pm</p> <ol style="list-style-type: none"> 1. 500 word proposal for your Unit 4 project uploaded to moodle. This should reference at least three of your sources directly and use MLA formatting. The proposal should discuss the form you will use to target your proposed audience. Outline your proposed project by talking about how you imagine you will use your current sources, paying attention to any remaining challenges or gaps.
<p>Tuesday, 11/25</p>	<p>[] []</p>	<p>By Class:</p> <ol style="list-style-type: none"> 1. Bring all Unit 3 generative writing to class. 2. Upload Shitty First Draft for Unit 4 to moodle.

Unit 3 Grading

Annotated Bibliography	40%
Group Meeting	20%
You bring specific, targeted notes for your peers. You participate fully in conversation, using each of your Good, Giving, and Game skills. You listen carefully to peer feedback. You take notes.	
Proposal	20%
Your proposal outlines a clear project by choosing an audience and a form for your writing. Your project narrates the remaining challenges and opportunities for your Unit 4 writing. Your proposal responds to peer and instructor feedback from the group meeting. Your proposal references some of your research directly (at least 3 sources) and demonstrates how you might use these sources in your project. Your proposal uses appropriate MLA citation.	
Research Question	10%
Generative Writing	10%

ENGL WRIT 112 Unit 4 Assignment “Collages”

The Project

Electronically document an issue specific to UMass over a series of five short pieces, using a variety of media, for a public audience. Apply your Unit 3 research to a local issue.

Final Writing

Each of the five pieces should:

- Be about 250 words (900-1250 words total)
- Include some form of multimedia and research (see below)
- Use the ideas and work of others fairly
- Target a tumblr audience
- Use appropriate tagging to label your content and extend your audience (see below)

Research:

- Use this information to demonstrate the **scope** of your problem, to provide different forms of **evidence**, to demonstrate **how others have discussed** your problem, to demonstrate the **significance** of the problem to UMass and its various constituencies
- Includes interviews, participant observation, Google image results, library research, family records, institutional documents, Google/Survey Monkey surveys, data from UMass publications

Multimedia:

- Includes pictures, artwork, cartoons, gifs, flash games, videos, vines, charts, YouTube, word clouds, screen shots, audio recordings, voice-over, music
- At least 50% must be original (content that you have created, remixed, or brought into a new form)

Tagging:

- Tag all posts with #UMass and #ENGL WRIT 112
- Add additional tags for three purposes: 1) labeling your content 2) spreading your content to audiences who would take up similar ideas, themes, debates, etc. 3) adding meta-commentary

Important Due Dates

Tuesday, 4/14	Tumblr Account Created; Visual theme created
Thursday, 4/16	First Piece posted to tumblr (introduction)
Sunday, 4/19	Second Piece posted to tumblr
Tuesday, 4/21	Third Piece posted to tumblr
Thursday, 4/23	Final Piece posted to tumblr

Portfolio III Grading Guidelines

Critical Engagement with Issue	35%
Pieces, both as a whole and as standalone posts, effectively document your critical engagement with a specific UMass issue	
Multimedia/Research	30%
Multimedia and research work together to provide context, capture information, and compelling evidence in an engaging format.	
In-class Reblogging and Peer Commenting	10%
Circulation/Audience	10%
Content is targeted to a tumblr audience.	
Tags are used to: 1) label, 2) spread, and 3) comment upon your ideas.	
Generative Writing	10%
Ethical citation	5%
Work with the ideas and words of others fairly and accurately.	
Use links, tumblr-sourcing, and in-text mentions.	

ENGL WRIT 112 Unit 5: Obituaries

- Reflecting on the **entirety** of your work you've completed this semester, including your generative writing, classroom discussions, homework, drafts, peer comments, conferences, and final essays
- writing from a **third-person** point of view,
- engage with your writing as a **literary critic**, looking closely at what you've produced in this semester, and providing specific comments about the forms you've used; the types of knowledge you've brought to the classroom; the way that your viewpoints, practices, and style have developed over the semester; etc.
- Final writing should be **1000-1500 words** (Don't count quoted writing toward this word count.).
- **Any form** that can be delivered to me through Moodle or email and that achieves the Unit goals is acceptable, including a reflective essay.
- **Focus on answering two of the following questions**, but feel free to veer away from these standard prompts:
 1. How did this **writer's context** inform and enable her response to texts within this class, the kind of writing she produced this semester, and the way she engaged within the classroom?
 2. How did **reflecting on personal context** enable this writer to produce more meaningful writing and more thoughtful engagement in the class?
 3. How did the writer use various **activities, resources, and discussions** to produce **new knowledge**?
 4. What **new possibilities** for the writer were enabled by the way he engaged in each unit?
 5. How did the writer make personal sense of each Unit and find their **voice** within them?
 6. What kinds of academic, social, and personal **challenges** did the writer address throughout this class and within each unit?
 7. How did the writer use **process-based writing** to explore personal context, engage with the ideas of others, refine goals, and develop critical skills of thinking about and engaging with the work of others?
 8. How did the writer develop their thoughts in response to specific **writing situations, purposes, and audiences**?
 9. What kind of **future writing** do you expect from this writer?
 10. How did the writer use the **community** structure of this course to engage with the work of others and improve her writing?
 11. How did the writer use new **forms** and **structures** in order to allow for different kinds of writing and exploration of personal context?

Important Due Dates

Sunday, 4/26 by 11:59 pm: Upload 200 words of notes, plans, outlines, etc. to Moodle; indicate your choice of question

Tuesday, 4/28 by 1:00 pm: Shitty First Draft submitted to Moodle (400 words)

Friday, 5/8 by 11:59 pm: Final essay uploaded to Moodle

Grading Guidelines

Final paper is worth 10% of your final grade. I will be providing one final grade that looks at your final essay holistically, asking if your writing accomplishes these two goals:

The writer engages in analysis in addition to description and value judgments (instead of just describing the pieces you've written or saying if they were good or bad, you think more deeply about the writing you've produced and your engagement in the course).

The writer uses specific examples (anecdotes from the classroom, quotes from writing, descriptions of specific moments, spaces, and practices).