Writing 2: Academic Writing

Fall 2012, Instructor: Kristy Slominski
TR 4:00-5:50 pm in Girvetz 2116
Enrollment code: 46771

Email: slominski@umail.ucsb.edu
Office hours: TR 2:45-3:45 pm in South Hall 5432A
NOTE: The last day to drop this course (via GOLD) is Wednesday, October 3rd by 11:45 pm.

Required course materials:
- Reader purchased from The Alternative. **Bring this to class on reading days with a highlighter.**
- Diana Hacker, *A Writer's Reference* (available in UCSB Bookstore). **Bring this to class every day.**
- Notebook and pencil. **Bring these to class every day for in-class writing tasks.**
- Folder with two side pockets for turning in submission drafts.
- Regular at-home access to a computer with internet and a printer.

Course Expectations and Goals:
This class is a cooperative workshop committed to your writing progress. As a workshop, it relies upon everyone's mental and physical presence. Being present means more than filling a chair; for our work together, it means arriving fully prepared, attentive, and committed to each day of the course. I will serve as guide for our time together in workshop, and I am also here as a mentor for your writing. My feedback will focus on helping you towards your writing goals, as well as the goals of this course. You can expect me to be understanding, enthusiastic, and helpful; you can also expect me to be supportively pushy when I want you to develop the great ideas in your writing.

By the end of this course, the most accomplished writing will demonstrate:
- Attention to the purpose and audience for the writing.
- Understanding of the genre conventions appropriate to the writing situation.
- Analyses that reflect engagement with course concepts and readings.
- Effective use of evidence, organization, and prose to develop and support the writer's ideas.
- Use of effective processes for brainstorming, drafting, reflecting, revising, and editing.
- Attention to conventions of standard written English.

Types of Writing in the Course:
- **Freewriting:** writing throughout the quarter that will help you to generate new ideas and practice putting words on paper without worrying about creating a "polished" product.

- **Writing Projects (WPs):** three 5-page papers that we will work on over three weeks each. You will turn in submission drafts of these to me for comments and then revise two of the three for your final portfolio.

- **Project Builders (PBs):** six 2-page projects that we will use to work on aspects of the WPs. There will be two PBs for each WP. The feedback received on your PBs will help develop your WP.

- **Reflective Writing**: writing throughout the quarter that will help you focus on your writing, reading, and analysis processes. A letter reflecting on your writing will accompany each WP (1 page each letter) and your final portfolio (a 2-3 page letter).

- **Final Portfolio**: a cumulative, final product where you will revise two WPs for a significant portion of your course grade.

Summary of Main Assignments: 6 Project Builders (2 pages each), 3 Writing Projects (5 pages, plus a 1-page reflection, each), and a Final Portfolio (2 revised WPs, plus a 2-3 page reflection).

Format of Assignments:
Unless otherwise noted, assignments in this course should be single-sided, stapled, with 1-inch margins, Times New Roman 12 point font, and double-spacing between lines in the body of your paper. Your first and last name, Instructor Kristy Slominski, date of submission, and the title of the assignment (i.e., WP1) should appear single spaced (4 lines total) in the upper-right corner on the first page.

Assessment:
You will receive several kinds of feedback, all focused on helping you improve your writing and helping you improve as a writer. Specifically, you will receive:

Feedback from class colleagues. Much of this feedback will be produced through our peer review process during revision workshops. We will work on skills for providing respectful, meaningful, and useful feedback on others' work, as well as receiving feedback graciously in the spirit of improvement.

Feedback from me. This feedback will focus on what I see in the writing, and on how you can continue to work with this specific piece of writing to do an even stronger job. Note that this feedback is *not* intended to point out everything "wrong" with your paper, to edit the paper for you, or to justify a grade.

That said, grades are another kind of information that can inform your thinking about writing. Project Builders and Writing Projects will receive a check plus (A); a check (B); a check minus (C); or no credit. Each Writing Project will be graded according to a rubric, which I will go over in class in advance. A 'No Credit' means you did not complete the minimum requirements for the assignment and you will have one class meeting to resubmit it for a passing grade.

As the quarter progresses, your writing should reflect increasingly informed work with the outcomes for this course. Ultimately, the three Writing Projects submissions should reflect "the best job I can do for now" *drafts*. Your revisions of two of those Writing Projects for the Final Portfolio should reflect "the best job I can do, absolutely," which is why feedback on the WPs is focused on helping you to improve the writing. This means that a high (or low) grade on a WP does not mean that you will receive the same grade on the portfolio.

Final grade percentages:

20%   Participation (includes class discussions and activities, GauchoSpace forums, peer review, individual conferences, and all other work in the class)

15%   Project Builders (2.5% each)

15%   Submission drafts for WP (5% each)

50%   Final Portfolio (two WP revisions + reflection letter)

   You must submit and receive a passing grade on all WPs to pass the course.

Course Policies:
These policies are intended to make our lives together in this class as easy as possible. They will apply consistently to everyone, hopefully covering any unusual situations that might arise.

Course Participation:
Our schedule and the cooperative nature of our activities require that you attend and participate every day. A sign-in sheet will be passed around at the *beginning* of each class and it is your responsibility to sign the sheet at that time in order to receive credit for attending that day. Arriving in class unprepared or unwilling to participate will also constitute an absence.

I understand that sometimes life interferes with one's best intentions. Therefore, you may have two absences without penalty during the term, as long as they do not occur on a revision workshop day. Your revision team relies upon your help, so all absences on revision workshop days will be penalized by one and a half letter grades in participation (i.e., from an A to a B- in participation). If you come to a revision workshop without a draft, your participation grade will be lowered by one full letter grade.

If you miss a total of three classes (15% of the class!), your participation grade will drop by two full letter grades (i.e., from an A to a C). If you miss more than four classes, you will be unable to pass the class and should withdraw (or fail) and take the class during another term.

Late work:
All assignments must be turned in on time. Thanks to the quarter system, neither you nor I can afford to fall behind. If a situation arises that absolutely prohibits you from turning in work, contact me immediately.

Emails in an Academic Setting:
One of the goals of this class is to teach you to adapt your writing to different situations. Emails to instructors should follow different expectations than emails to your friends or family. We will discuss these expectations in class. In general, emails in academic settings should use semi-formal language, include a clear subject heading and an early statement of who you are (especially if it is your first email to the person), and, most importantly, be clear and concise.

Plagiarism:
Plagiarism occurs when a writer deliberately passes off another's words or ideas without acknowledging their source. For example, turning in another's work as your own is plagiarism. If you plagiarize in this class, you will likely fail the assignment on which you are working and your case may be passed to the university for additional disciplinary action. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some instructors will consider misuse of sources to be plagiarism; for this reason, it is *extremely* important for you to identify the conventions associated with source use and citations in any writing situation, especially within the university.

Public nature of writing:
Since academic writing is writing directed toward an audience, you should consider the assignments that you do in this course "public," that is, writing that others will read. For example, I like to use excerpts of student writing in class to demonstrate good examples of what we are working on. If there is writing that you would rather be of a less public nature, you can note it on the paper or send me an e-mail. I will announce in advance whether a freewriting activity is private or whether you will be asked to share them in some limited way.

Respect:
We are going to be working a lot with one another's ideas and playing with ways of communicating those ideas. Respecting one another in our academic setting includes taking others' ideas and written products seriously and providing honest and useful feedback. It also means making sure that your attention is devoted *to class* and your comments and behavior are aimed towards *writing improvement*.

No Use of Cell Phones or Laptops:
In order to make the most of our time together, avoid technology distractions, and practice what is a rare writing situation for some of you (the pencil-and-paper writing situation), please **turn off your cell phone and laptop during class**. It is difficult to be fully present in a group setting when hiding behind a screen or texting someone outside of class.

Course schedule:

DATE	READINGS and WORKSHOPS	DUE
Thurs., 9/27		
Tues., 10/2	DIRK, "Navigating Genres"	PBa due
Thurs., 10/4	BUNN, "How to Read Like a Writer"	PBb due
Tues., 10/9	IRVIN, "What is Academic Writing?"	
Thurs., 10/11	*WP1 Revision Workshop*	Bring 2 copies of WP1-in-progress
Tues., 10/16		WP1 submission folder due
Thurs., 10/18	MCCLURE, "Googlepedia: Turning Information Behaviors into Research Skills"	PBc due
Tues., 10/23	ROSENBERG, "Reading Games: Strategies for Reading Scholarly Sources"	PBd due
Thurs., 10/25	DASBENDER, "Critical Thinking in College Writing"	
Tues., 11/30	STEDMAN, "Annoying Ways People Use Sources" and *WP2 Revision Workshop*	Bring 2 copies of WP2-in-progress
Thurs., 11/1		WP2 submission folder due
Tues., 11/6	MCCLOUD, "Writing with Pictures" (on GauchoSpace)	PBe due
Thurs., 11/8	GILES, "Reflective Writing and the Revision Process"	PBf due
Tues., 11/13	REID, "Ten Ways to Think About Writing"	
Thurs., 11/15	*WP3 Revision Workshop*	Bring 2 copies of WP3-in-progress
Tues., 11/20		WP3 submission folder due
Thurs., 11/22	*NO CLASS—Thanksgiving*	
Tues., 11/27	*Portfolio Revision Workshop*	Bring 2 copies of your revised WP
Thurs., 11/29	*Portfolio Revision Workshop cont.*	Bring 2 copies of your other revised WP
Tues. 12/4	*Reflection Workshop*	Bring 2 copies of your portfolio reflection letter
Thurs. 12/6	*Wrap-up and Course Evaluations*	Final Portfolio Due

Life after the Portfolio: Final grades will be posted on GOLD by December 19th. You are encouraged to visit me in Winter quarter during my office hours to pick up your Portfolio and discuss any lingering questions you have about the course or your writing.

University Resources:

Support for Disabilities: If you have a documented disability that affects your academic work, contact the Disabled Students Program (http://dsp.sa.ucsb.edu/) to discuss possible accommodations and resources. Please let me know if you have a disability that influences your experience in this course.

Writing/Learning Support: In addition to my support, free writing services are available through Campus Learning Assistance Services (CLAS). Visit www.clas.ucsb.edu, call 805-893-3269, or visit them in the Student Resource Building.

Stress Management: School is stressful! Visit the stress management peers in the Counseling and Career Services Building to use the *free* massage chair or egg chair. Check them out: www.youtube.com/watch?v=FtYYU4nOdPM