WELCOME TO ENGLISH 112: COLLEGE WRITING.
The goal of this course is to help you develop your ability to write—not only with your classes or academic life but for your entire career, relationships with others, and your growth as a person. We will look at writing as an activity embedded in context and analyze those contexts. Further, we will examine the choices you need to make when writing about those contexts. A short list of the specific goals of this course include but are not limited to: developing your personal voice, writing for an audience, learning to cite in MLA format, and seeing writing as a set of multiple revisions. But more importantly, you will hopefully learn that writing is pervasive, persuasive, and will open doors you never thought possible, including who you are as a person. Further, we will examine the factors that surround our writing and WHY those forces are crucial to understanding writing generally. This course fulfills the general education requirement at UMass Amherst.

Some other goals include:
° to write for a variety of audiences and purposes (e.g., to explore a topic for yourself, to communicate information to others, and to achieve particular rhetorical effects);
° to develop your thinking by questioning your own and others’ views—thus writing essays in which your thinking evolves rather than essays that defend pre-formed positions;
° to gather, draw on, and cite diverse sources of information (e.g., your own experiences and observations, conversations with others, and academic research);
° to revise your writing in substantive ways by re-thinking and re-seeing your drafts and by playing with revision strategies as well as essay forms;
° to be a more critical reader of your own writing and give constructive feedback to other writers;
° to be aware of your writing processes and to make textual choices that are appropriate to purpose, audience, and occasion; and
° to carefully copy-edit your final drafts at every level (word, sentence, paragraph, and text).

Did you know that some scientists believe writing is a biological trait?

Professor’s short statement about writing:
I believe in the transformative power of the written word. I approach writing through a triangulation: it is a personal, professional, and academic endeavor that seeps, drips, and oozes into our everyday lives. It requires technical skills (a pencil, a keyboard, a computer program, etc.), a critical eye (to critique and question the writing in front of you), and a rhetorical mindset (moving your audience to some sense of change or action). Writing is an exceptionally powerful human tool and this course is designed to help you hone and sharpen that tool in a responsible, civic way.
GRADING POLICIES AND PROCEDURES

THIS CLASS HAS 5 MAJOR ASSIGNMENTS

Unit 1: In Context
Analyze an aspect of your personal context and write about this to a familiar audience.

Unit 2: Interacting with Texts
Examine processes of circulating texts & writing conventions and write a critical response of a published text for an academic audience.

Unit 3: Adding to a Conversation
Pursue a line of inquiry that interests you, draw upon multiple sources, and communicate what you learn to a more public audience.

Unit 4: Circulating Texts
Create and circulate a text based on the research you conduct in Unit 3, and compose your text for an audience of your choosing.

Unit 5: Final Reflection
Describe ways you feel your writing and your writing process has changed while you’ve been a part of this class.

How does your grade work?
Units 1-4 = 80% of your grade
Unit 5 = 10% of your grade
Participation = 10% of your grade

Writing is a process. So is this class. For each major essay, you will engage in a rigorous writing process: 1) generative writing, in which you explore early ideas; 2) an initial draft; 3) a substantially revised draft, based on feedback from self, peers, instructor, and others; 4) a further revised and copy-edited final draft; and 5) reflective writing about your writing processes and products. Class typically begins with questions about these things, followed by a short lecture and discussion. Class normally ends with a reflection on the lesson’s discussions.

Plagiarism: When using ideas, words, and short passages from other people’s writing in your own writing, you are required to acknowledge the source. Failure to acknowledge the contribution of others is considered plagiarism, a serious academic offense. The Writing Program’s statement about plagiarism is found in the opening pages of The Penguin Handbook. We will discuss plagiarism more in class, but note that suspect papers (e.g., those without drafts or works cited pages, papers which make large departures in style from your other work) can be submitted to the electronic plagiarism detection service Turnitin.com as part of the grading process. For the University’s Academic Honesty Policy, see:
http://www.umass.edu/dean_students/codeofconduct/acadhonesty/.

Lots of drafts = better writing!

Did you know that the Irish invented spaces between words in the 7th century?
Did you know that the Chinese invented paper in the 1st century BCE?

Classroom Community Policy:
1) You are expected to submit all assignments, readings, and writings by the announced due date. Late assignments and lack of preparation will be marked down. This includes bringing any textbooks to class if we are using them.
2) Cell-phones are not allowed in class. I expect not to see them. If your phone rings, you will be asked to leave class and marked absent.
3) If you are called on, I expect you to answer to the best of your ability. It is perfectly acceptable to be unsure of your answer—that is the goal of higher education: to take risks. I reward risk-taking.
4) Everyone in class has different levels of comfort. I expect all members of our community to respect one another. For those individuals who are more comfortable talking, I expect you to ask your fellow classmates questions to encourage them to add to our discussion. For those less comfortable, I expect you to make an attempt to add your thoughts to the discussion, even if it is a brief statement. Further, for those less comfortable talking in class, there will be other types of participation, which includes emailing me ideas to bring up in class, peer review, group work, and so forth. I expect everyone to listen actively to one another. In this way, participation includes more than talking; it also includes listening, posing questions, and completing all in-class assignments to the best of your ability. I expect all classmates to respect one another.
5) We all come from different lives and have different journeys, so we should expect and embrace vibrant disagreement and productive dissent. A democratic society cannot thrive otherwise. Therefore, I expect us to continually strive for a spirit of grace, compassion, and respect in our learning journeys for the short time we are together in this course. If at any time you feel that these expectations are not being met, please let me know as soon as possible.

Attendance and Classroom Community Policies

Attendance Policy
1) Attendance is mandatory. You are granted two free absences, which are considered sick days. Unless you are hospitalized with an emergency, sick days in excess of two will not be excused. Higher education does not meet every day; attendance is expected.
2) If you need to be absent for a required athletic event, field trip, military obligation, or court appearance; if there is a death or serious illness in your family; if you experience an accident or serious illness; if you are absent because of religious observance; or if there is some other legitimate extenuating circumstance preventing you from attending, you will most likely be excused from class. But note that, in such cases, you are responsible for prior notification and/or subsequent documentation and for making up all missed work. Be aware that too many absences regardless of reason will make it impossible for you to meet course requirements. For the University’s policies on absences, go to http://www.umass.edu/registrar/policies/class_absence.htm
3) If you are absent more than two instances, your grade will be lowered by a third of a letter grade for EACH instance. For example, an A becomes an A- or a B+ becomes a B. If you are absent eight (8) or more times, you fail automatically, regardless of your assignment grades.
4) If you are late by more than 8 minutes, you will be marked absent.
5) If you leave class before class has finished, you will be marked absent.
6) If you arrive more than a few minutes late will marked late. For every two instances you are late, you will earn one absence.
7) I do not announce attendance but simply record whether you are present, late, or absent.

Required texts (available at textbook annex):
4) A notebook for generative & reflective writing, in-class activities, and such.
# Semester Schedule

These dates are negotiable and may change. Please be aware that changes are expected.

## September
- **Sept. 4 TUES**: Course Introductions
- **Sept. 6 THURS**: Read “Consider the Lobster”
- **Sept. 11 TUES**: 1.1 Initial Draft
- **Sept. 13 THURS**: Read “13 Ways of Looking at a Blackbird”
- **Sept. 17 MON**: Last day of add/drop
- **Sept. 18 TUES**: 1.2 Mid-Process Draft
- **Sept. 20 THURS**: 1.3 Mid-Process Draft
- **Sept. 25 TUES**: 1.4 Final Draft; Portfolio DUE
- **Sept. 27 THURS**: Read “Regarding the Pain of Others”

## October
- **Oct. 2 TUES**: 2.0 First Response
- **Oct. 4 THURS**: 2.0 Second Response; quotation integration
- **Oct. 9 TUES**: No class, UMass on Monday Schedule
- **Oct. 11 THURS**: 2.1 Initial Draft, MLA citation day
  - Required 1-on-1 Conference, no class
- **Oct. 16 TUES**: 2.2 Mid-Process Draft
- **Oct. 18 THURS**: 2.3 Mid-Process Draft
  - Last day to drop class with a “W”
- **Oct. 23 TUES**: 2.4 Final Draft; Portfolio DUE
- **Oct. 25 THURS**: Library Day; Meeting in DuBois Library
- **Oct. 30 TUES**: Open discussion of research strategies

## November
- **Nov. 1 THURS**: No class
- **Nov. 6 TUES**: 3.0 Annotated Bib. (5 Sources)
- **Nov. 8 THURS**: 3.1 Primary Research Notes
- **Nov. 13 TUES**: 3.2 Summary of Conversation
- **Nov. 15 THURS**: In-class self-evaluation
- **Nov. 20 TUES**: 3.3 Mid-Process Draft
- **Nov. 22 THURS**: No class, Thanksgiving Holiday
- **Nov. 27 TUES**: 3.4 Final Draft; Portfolio DUE
- **Nov. 29 THURS**: 4.1 Rhetorical Prospectus

## December
- **Dec. 4 TUES**: Resume and Cover Letter Lecture
- **Dec. 6 THURS**: Unit 4 Project Presented

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**UMASS HAS A WRITING PROGRAM. YOU CAN VISIT OUR SITE FOR ALL SORTS OF THINGS, INCLUDING HOW TO WIN MONEY FOR YOUR WRITING!**

http://www.umass.edu/writingprogram

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**Learning Accommodations**

I am committed to making reasonable adjustments to the course to accommodate various learning styles. If your needs are not being met please contact me. For formal accommodations and additional services, please see:

http://www.umass.edu/disability/current.html

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Did you know that John is also available by phone? 570-898-5683