

Upward Bound Math & Science
Introduction to College Writing
Summer 2018

Instructor: Jessica Johnston

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Class Hours: Tuesdays and Thursdays, 8:00-9:45am

Program Duration: June 11-July 19

Location: KEN 1130



Course Description

Introduction to College Writing will prepare you for the reading and writing practices expected of students at the college level. Students will communicate ideas and explore methods of analysis through close interpretation of published texts and peer student essays. The writing for this course will ask students to revise and reflect on the purpose, audience, context, and form of their essays. In other words, students will carefully look at what their writing (as well as others') is striving to achieve and how it accomplishes its goals. In doing so, they will develop the critical thinking skills key to aiding them in their success as future college students and writers.

Required Materials

- Notebook and pen/pencil
- Access to the Internet, word processing software (i.e. Microsoft Word), and a printer
- A flash drive or another means to save work

Course Expectations

Reading: Students will be expected to read in advance or during each class period. Part of being a strong writer means being a strong reader. All assigned reading should be completed on time, as class discussions and writing assignments will be based upon them. Reading materials will be provided and distributed to students as they are assigned. I expect us all to be respectful when discussing these readings in order to make class a welcoming space for everyone.

Writing: As this is a course designed to strengthen students' writing skills, a major component of the students' grade will be determined through various formal and informal writing assignments. This may include in-class journaling and short responses to help prepare students for longer essay writing.

Speaking: To get the most out of this class, students will be expected to communicate openly with their classmates and instructor. Most class periods will consist of a mixture of general class discussion over readings and writings as well as small group work.

Grading Evaluation

The final grade is broken down and assessed as such:

Daily Assignments – 25%

Midterm Essay (Revised) – 20%

Final Essay (Revised) – 40%

Attendance/Participation – 15%

Final Grade Assessment:

For an "A" ...	Student demonstrates proficient understanding of writing conventions. Work is clear, coherent, and goes beyond surface level interpretation and analysis. Student is also attentive and engaged during class discussions and activities. All work is turned in on time and completes all of the requirements for each assignment.
For a "B" ...	Student demonstrates satisfactory understanding of writing conventions. Work is articulate and demonstrates perceptive analysis but could use improvement. Student is also attentive and engaged during class discussions and activities. All work is turned in on time and completes all of the requirements for each assignment.
For a "C" ...	Student demonstrates average understanding of writing conventions. Work is unclear due to multiple syntactical errors, lack of organization, or surface level analysis. Student is attentive but does not engage much during class discussions and activities. Most work is turned in but might be late or not meet all of the requirements for each assignment.
For a "D" ...	Student demonstrates poor understanding of writing conventions. Work is struggling and displays lack of thought or analysis. Student is not attentive or engaged during class discussions and activities. Some work is turned in but is either late or does not meet the requirements for each assignment.
For an "F" ...	Student demonstrates failing understanding of writing conventions. Work is inarticulate or shows that the writer did not expend much thought or time into their assignments. Student is not attentive or engaged during class discussions and activities, or frequently disrupts class. Most work is not turned in and is either late or does not meet the requirements for each assignment.

Daily Assignments

Short writing assignments that pertain to the readings will be completed and turned in for every class period. These assignments will help you work towards the midterm and final essays. You will have time to work on assignments in class but may need to complete unfinished work during tutoring or at home. Assignments can either be printed and given to me in class or emailed to me (johnst84@uwm.edu) BEFORE the start of class.

MLA Formatting: All assignments need to be typed using 12 point Times New Roman/Arial/Calibri font, double spaced, with 1" margins on all four sides. Students should make sure to save electronic copies of all written assignments. On the first page of each assignment, include this information in the top left hand corner: your full name, my name, class name, assignment name, date. In the top right hand corner of every page, include your last name followed by the page number.

Course Essays

Students are required to compose two term papers (midterm is 3-pages, final is 4-5 pages) throughout the course and should follow MLA Style Guidelines. Through peer review and revision workshops, everyone will work as a class to reflect on the changes needed on rough drafts and improve the clarity and structure of their writing. More information on these two essays will be provided in class.

Assignment Feedback and Late Work

I will provide feedback within a week from the day the assignment is due. Additionally, I will accept up to TWO late assignments without grade penalty. An assignment is late if it is not turned in during the class period in which it is due. However, in order for late work to be accepted, it must be turned in the next time we have class (i.e. if you fail to turn the assignment in on a Tuesday, you must turn it in on Thursday); otherwise, it will receive a zero and cannot be made up.

While letter grades will not be given on individual assignments, students will receive a “check plus” (work is exemplary and meets the assignment expectations) “check” (work meets the assignment expectations) or “check minus” (work is completed but only meets some or none of the assignment expectations) in order to keep track of progress. The midterm and final essays will receive traditional letter grades. Midterm and Final Assessment Reports will also provide you with a clearer picture of your letter grade in the class.

Discussion and Participation

In this course, we are reading and writing in order to exchange ideas and to learn from each other. Therefore, in-class discussion and participation with daily activities are extremely important. I expect everyone to contribute meaningfully to class on a daily basis. This means: arriving on time, completing assignments/readings before class begins, in-class reflection, completing in-class activities, posing relevant questions/concerns, commenting thoughtfully, and showing overall engagement with the day’s focus. Multiple tardies, disruptions (texting, sleeping, listening to music, talking when others are talking, etc.), and/or failing to complete in-class activities and homework assignments will negatively affect your attendance/participation grade.

Instructor Meetings

At least twice during the program, we will meet briefly one-on-one to go over your progress in the course. These meetings are meant to develop dialogue between the instructor and student about any questions or concerns students might have. We will typically hold these meetings during peer review/revision days when you are working on your own.

Attendance Policy

Students are allowed to miss class ONLY during emergencies or unavoidable circumstances. If you need to miss class, you should send me an email explaining the reason for your absence, or tell me in class BEFORE the absence, in order for it to be excused. Attendance will be recorded at the beginning of every class. Frequent late arrivals and early departures will affect the final grade.

Academic Honesty

Plagiarism is strictly prohibited and plagiarized work will receive a zero. This means you should not copy another’s work and use it as your own. If you are not sure how to do an assignment, always email me for assistance.

Cell Phone Use

Students will be expected to turn off or silence their cell phones before class begins and keep them out of reach. The use of cell phones and technologies in class can be distracting and potentially disruptive to both other students and me as we work through the day’s lesson. A five-minute break will be structured into our class time, so you are welcome to check your phones then.

Student Behavior

Food and beverages are NOT permitted in class unless otherwise approved by me first. Water is fine as long as the container has a lid. Students are also expected to be courteous and respectful of their peers.

If a problem occurs between you and another student, please let me or another UBMS staff member know.

Course Calendar

Week Number	Tuesday	Thursday
Week 1	6/12 1. Course Introduction 2. Rhetorical Analysis Activity 3. Read and Discuss Scott Korb's "The Soul-Crushing Student Essay"	6/14 Due: Assignment 1 1. Pre-Test 2. Read and Discuss Emily Esfahani Smith's "There's More to Life Than Being Happy" 3. Writing Effective Summary
Week 2	6/19 Due: Assignment 2 1. Understanding Rhetorical Analysis 2. Locating Rhetorical Strategies in Smith article	6/21 Due: Assignment 3 1. Developing a Thesis 2. Organization and Structure
Week 3	6/26 Due: Assignment 4 1. Peer Review 2. Strategies for Revision *Instructor-Student Meeting*	6/28 Due: Midterm Essay (Revised) 1. Read and Discuss Gruber et al.'s "A Dark Side of Happiness?" 2. Analyzing Gruber et al.
Week 4	7/3 Due: Assignment 5 1. Working with 2 Articles 2. Finding Themes between Smith and Gruber et al.	7/5 Due: Assignment 6 1. Introduction to Inquiry-Based Research 2. Research Strategies (find 1 more source)
Week 5	7/10 Due: Assignment 7 1. Reading and Understanding Research 2. Deepening Engagement between Texts	7/12 Due: Assignment 8 1. Writing the Rough Draft
Week 6	7/17 Due: Assignment 9 1. Peer Review 2. Revision *Instructor-Student meeting*	7/19 Due: Final Essay (Revised) 1. Post-Test 2. DIY Zine Activity