College Writing Workshop
English 109 Syllabus

Tutor: ____________________________________________
Director: Dr. Jacob Blumner
Email: Director: blumner@umflint.edu
Writing Center Location: 308 LIB
Writing Center Phone: 766-6602
Website: www.umflint.edu/writingcenter/

Writing Center Hours:
Monday-Thursday: 9:00 am to 7:00 pm
Friday: 9:00 am to 4:00 pm
Saturday: 12:00 pm to 4:00 pm

COURSE DESCRIPTION:
English 109: College Writing Workshop is a course designed as an independent study in writing. Writers are able to focus on writing issues of interest to them and important to academic success. All genres are explored, with an ultimate focus on writing for academic audiences. The course gives students assignments that allow them to experiment with voice, detail, audience, argument, form, genre, and artistic madness. There is no required homework or textbook - all work is done in the Center or class. In the Center, students will discuss each piece of writing with their group and make a genuine commitment to explore their own writing. Peer collaboration is an important component of this course.

ENGLISH 109 GOALS:
1) To help students become fluent, confident writers with a positive attitude toward writing, a personal voice, and the knowledge that they DO have something to say and CAN succeed as writers.

2) To show students the steps writers go through as they write and show them some strategies that will help them be more successful at each phase of the writing process: generating ideas, planning and organizing a paper, drafting, revising, polishing, and proofreading.

3) To make students aware of the importance of purpose, message, and audience in writing: each piece of writing should have a specific purpose, communicate a message to the reader, and meet the needs of the audience for which it is intended.

4) To help students produce better pieces of writing: Interesting, clear, coherent, detailed, well-organized, and mechanically correct.

5) To prepare students for the kinds of writing and critical thinking they will be expected to do in English 111, 112, and across the curriculum.

ATTENDANCE AND PARTICIPATION:
Because this course is designed for a highly individualized writing experience, your attendance and participation is critical. After you have scheduled your time slot for working in the Writing Center, you must attend every week and participate in the activities of the day (e.g. writing, responding, and reading). Because the course is designed to help you with your own writing goals and needs, if you don’t participate, you won’t see the benefit of the course and you won’t improve your writing ability as best you can.
Because the course is so dependent on participation, you cannot miss more than two (2) weeks of class meetings and pass the course. If you will miss a class, make arrangements with your tutor to make up the time. If you have to arrive late or leave early for a specific reason, please make arrangements with your tutor to make up the missed time.

**In order to do the work required in the class, writers need to bring their entire portfolio every class session.**

**GRADES:**

English 109 uses a portfolio system for grading. You will collect all of the work you write, including drafts, during the term and keep it in your portfolio.

**Midterm Grades:** At the midterm, you will meet with your tutor and discuss your progress. At that point, the tutor will give you a progress grade. The progress grade will not be recorded in a grade book and will not figure into your final grade. The progress grade is only to tell you how you are performing up until the middle of the course and what you need to do to achieve your desired goals in the course.

**Final Grades:** On your last day of the course, you will meet again with your tutor and discuss your final work. After the final day, two tutors will evaluate your portfolio. One tutor will be whom you worked with all semester. The other will be one unfamiliar with you or your work. They will read and discuss your work, and the tutor with whom you worked will decide on a grade for the course. The Writing Center Director and the Writing Center Coordinator will review all grades.

The grading scale for English 109 is A, B, C, N. Since we’re concerned with improving writing, changing a writer’s habits, changing beliefs about writing, and boosting a writer’s confidence, your final grade will reflect how well you were able to make these changes where they were needed. The grade is not an absolute, objective indicator of writing quality or ability.

**PORTFOLIO EVALUATION CRITERIA:**

**Fluency:** By “fluency” we mean the ability to produce a lot of writing. We are looking at how you approach the assignments: do you take notes, try out various ideas, begin with a rough draft, etc.? Your ability to be fluent and self-confident should improve over the semester. It’s all a matter of overcoming the fear of a blank page - a fear we all have.

**Detail/Illustration:** Here we are looking for your use of specifics, evidence, and concrete description to back up what you are trying to say or prove. Do you simply give abstract generalizations, or do you show the reader in detail what you are getting at? Do you simply quote material, or do you show the reader in your own words that you understand the material? This is a skill you should learn for all writing situations - essays, essay tests, analysis of literature, reports, etc.

**Organization/Coherence:** In this category we are looking for your ability to use paragraphs effectively, as well as transitions between paragraphs. Is the work organized logically and clearly, staying with your main point, making everything cohere? Or do you go off on tangents, confusing the reader? Are you able to handle chronological order, cause and effect, analogy, comparison, and so on?

**Summary/Reaction/Analysis:** S/R assignments help you read and write about the content of the article or story. Analysis helps you to read and write about the underlying tools of the author: tone, audience, target, style, rhetorical devices, unstated assumptions, etc. S/R tends to be your subjective opinion about what the author has to say; analysis tends to be your objective evaluations of how the author says it.
Mechanics/Grammar: While we believe that mechanics are best learned by writing and not by learning rules of usage, we still value your ability to have a good grasp of accepted practice. We are looking at your proofreading skills, your ability to make use of the dictionary and other reference books on usage, and at your work on polishing final drafts. We don’t expect you to memorize punctuation rules, but we expect you to care about your writing enough to look closely at the details of spelling, agreement, tense, wording, and yes, punctuation.

Revisions: Please keep in your folder all drafts of your assignments to show us the steps your revisions went through.

Folder Content: Your final folder must contain three completely revised essays. These must include one essay from “writing from experience/memory,” one essay from “writing from reading,” and one other essay of the your choice from work written in ENG 109 at any time in the semester. These must be revised essays and include all drafts leading to the revised essay. As stated above, class grades most reflect how well you were able to make changes in your writing as the semester progressed. A full folder, with a great deal of writing that shows effort in revision and practice with language will be graded most favorably.

WRITING CENTER STATEMENT OF ACADEMIC INTEGRITY:
The University of Michigan-Flint Writing Center agrees with and conforms to the University of Michigan’s Code of Academic Conduct as defined in the University’s catalogue. The Writing Center also follows the University’s English Department’s additional policy concerning plagiarism. It is the responsibility of all ENG 109 students and Writing Center staff to be familiar with these policies; catalogues can be obtained through the University admissions office and copies of the department’s policy can be picked up in the English office located in 326 FH.

The Writing Center also adheres to additional policies regarding English 109 students and their work, which are as follows:

1) Students are not to sign themselves nor make any notations on their log sheets. Only the Writing Center tutors, manager, or director are authorized to write on students’ log sheets.

2) Students are in no way to mislead the Writing Center staff by inaccurately reporting hours; if students leave the WC before the end of their scheduled block, they must inform the staff so the hours can be adjusted accordingly.

3) Students may not “recycle” or otherwise revise a writing assignment from the WC for use in another course without the express written permission of a WC staff member, as defined above, and the instructor of the other course.

Failure to comply with the above policies will result in punishment ranging from a reduction in grade to expulsion from the University and a permanent notation on the student’s academic transcript.

ENGLISH MAJOR PORTFOLIO:
If you are an English major or considering becoming one, you should be aware that the English Department requires each English major to complete an Individual Major Portfolio before graduation. Your Portfolio will include 4-5 examples of your writing. Save all copies of the texts you write in your English and linguistics courses (papers, exams, classroom exercises, etc.). Save a graded copy when possible and an ungraded, “clean” copy of each text. You may choose to include them in your Portfolio. For more details, ask your instructor or speak with an English Department advisor.
**ACCESSABILITY SERVICES:**
If you require specific or additional support to accomplish the goals of the course, please let me know immediately. I will make every reasonable accommodation possible. Accessibilities Services is also available for individual consultation (810-762-3456; University Center 264).

**QUESTIONS OR PROBLEMS:**
If you have any questions or problems with any aspect of this course, or if you wish to discuss ways to improve your writing, please come to my office during my office hours or make an appointment with me. I strongly encourage students to see me during my office hours.

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<thead>
<tr>
<th>Writing from experience and memory</th>
<th>1st prompt: Invention, creativity, fluency, thesis, diagnostics.</th>
<th>Possible prompts:</th>
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<tbody>
<tr>
<td>Approx. 6 weeks</td>
<td>Revisions</td>
<td></td>
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<tr>
<td></td>
<td>2nd prompt: Invention Fluency, development, organization, student choices</td>
<td>Possible prompts</td>
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<td></td>
<td>Revisions</td>
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<td><strong>Begin thinking of midterm evaluations!</strong></td>
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<tr>
<td>Writing From reading</td>
<td>1st prompt: Careful reading, analyzing, summarizing, invention, voice, audience</td>
<td>Possible Prompts</td>
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<tr>
<td>Approx. 6 weeks</td>
<td>Revisions</td>
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<tr>
<td>Revision and portfolio prep</td>
<td>Revisions.</td>
<td>Possible prompts</td>
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<tr>
<td>Approx.. 2 weeks</td>
<td>Rewriting, making choices,</td>
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2nd prompt:
Close reading, analyzing, summarizing, invention, responding, voice.

Revisions.