

**Writing Studies 1301 – University Writing  
University of Minnesota/North High School**

**Instructor: R. Hackney**

Office hours: 7:45-8:10 a.m. M-F

2:45-3:30 T-Th

Voice mail: 651-748-6116

E-mail: bhackney@isd622.org

**Course Description:**

Writing Studies 1301 (College Composition) is a four credit class offered through the University of Minnesota's College in the Schools program for high school seniors in the top 20% of their class. Students who successfully complete this course will fulfill the freshman composition requirement. Class activities are designed to promote fluency, generate ideas, and teach writing as a process from invention through revision to finished copy. Major assignments include writing a personal narrative, an ethnography, a review of a work of art, and a trend analysis.

**Texts:**

Axelrod & Cooper, ed. *St. Martin's Guide to Writing*. New York: St. Martin's Press, 1988.

Chiseri-Strater, Elizabeth & Stone Sunstein, Bonnie, *FieldWorking*, Upper Saddle River, New Jersey: Prentice Hall, 1997.

MLA, Line by Line. Boston: Houghton, Mifflin, 1995.

Rackham & Bertagnolli, *From Sight to Insight*, New York: Holt, 2003.

Selected articles, memoirs and student samples.

**Required Materials:**

1. A three ring binder, loose leaf paper and three dividers to designate the following sections: practice journal, writer's reflection and notebook.
2. Four folders (with two pockets) in which to submit final papers along with their "paper trails."
3. Computer access. Students will be required to use a word processor for all assignments. School computers will be available in the media center during school hours for those who need them.

**Course Requirements:**

**Participation (25% of grade)**

Your active involvement in the class is critical for the success of class discussion and conference groups. This portion of your grade will be based on your attendance and contribution in class, completion of drafts and weekly memos, and your oral and written

comments on the drafts of other students. **Please note: your attendance is critical. The University of Minnesota policy states that three absences will result in a lowered grade; five absences will result in loss of credit. You are responsible for all information and assignments in the event of an absence.** (The University of Minnesota permits absences from class for religious observances. Students who plan to miss class must notify the instructor at the beginning of the term.) If you are aware of numerous upcoming absences, you may not want to take this course at this time.

### **Writing Portfolio (25% of grade)**

The portfolio, a three ring binder divided into three separate sections, will be collected four times during the term for evaluation. Strive for a well-organized, carefully labeled collection of writing and notes. The portfolio is evidence of your effort and growth as a writer. It will be a valuable resource for your course work, and will constitute a significant percentage of your grade. **Daily entries are expected.**

The sections of the Writing Portfolio are described as follows (see syllabus addendum for more information):

**Practice Journal.** This section is where you will experiment with a variety of topics, styles and approaches to writing. It will be evaluated on its quantity and variety of writing rather than on its quality! Writers practice their craft...and this journal is the evidence of your practice. You may use assignments or topics suggested during class, recommended in your reading, or you may create your own assignments! **Please date and label each entry.**

**Writer's Reflection.** This section is where you will "think" on paper. In a way, it will be a diary for you to record your thoughts and reflections about class assignments, your conference experiences, about your strengths and weaknesses as a writer. In other words, this section will be for your thoughts about yourself as a writer. It will be evaluated, as the practice journal will be, in terms of quantity. Record your thoughts and reactions; strive for daily entries. **Please date and label each entry.**

**Notebook.** This section is a place for you to collect your notes: reading notes, lecture notes, observations for assignments, research notes. Entries may take the form of mind maps, lists, outlines, or summaries. Experiment with different styles of note-taking to determine which works best for you. **Please date and label each entry.**

### **Final Papers (50% of grade)**

You will write four formal papers. Two copies of each finished paper will be submitted with prewriting exercises and notes, drafts, conference notes, revisions and subsequent drafts in a two pocket folder. **No final draft will be accepted with out its paper trail. Late papers will not be accepted.** All drafts and final papers must be double spaced and completed on a word processor.

**Personal Narrative.** Re-create an experience, tell about a personal risk, write a memoir of an important person or event in your life. Students often use this assignment to complete a college application essay.

**Ethnography.** Observe and analyze an alien culture and write about it. You must observe the culture first hand; this assignment requires a great deal of time outside the school day.

**Trend Analysis.** Analyze a trend in our society. Evaluate how it began and where it might lead. This assignment will require research of both primary and secondary sources of information.

**Review of a Work of Art.** Establish criteria for the analysis and evaluation of a work of art.

### **Course Expectations:**

**Honesty** is expected. Please be aware that the policy regarding academic honesty, which affects all University of Minnesota students, affects you as well:

The University defines scholastic dishonesty as “any act that violates the rights of another student in academic work or that involves misrepresentation of a student’s own work.” Scholastic dishonesty includes, but is not limited to, cheating on assignments and examinations; plagiarizing, which means misrepresenting as one’s own work done by another; submitting the same or substantially similar papers for more than one course without the consent of all instructors concerned; depriving another of necessary course materials; or sabotaging another’s work.

--College of Liberal Arts Bulletin  
University of Minnesota

**Reliability** is expected.

Your attendance at and preparation for all peer conference meetings is essential. Your constructive assistance in the peer conference process is necessary for the success of all students in your conference group.

All papers, drafts, conference drafts, revisions and final papers are due on the assigned date. **Again, late papers will not be accepted. Make arrangements to submit your work on time in the event of an absence.**

## Grading:

Grades for this course will be in accordance with the University of Minnesota guidelines:

- A Outstanding work which far exceeds the basic requirements of the course
  - B Work which significantly exceeds the basic requirements
  - C Work which satisfies the course requirements in all respects. **Note: Grades above a “C” reflect significant effort and skill.**
  - D Substandard work, but worthy of credit
  - F Failure to meet the basic course requirements
  - I Incompletes should not be necessary in this course
- Note: Please review this syllabus and the grading criteria regularly!**

**Writing Studies 1301 – University Writing  
University of Minnesota/North High School  
*Syllabus Addendum – 2009-2010***

In order to help you achieve the greatest success in College Composition, I want to highlight a few items.

1. Course goals:
  - Students will use the writing process to practice writing strategies and to bring four papers to final copy: the personal narrative, the ethnography, the art review, and the trend analysis. The course calendar lists the due dates for each paper.
  - Students will establish a working relationship with peer editors.
  - Students will share their writing with others in writing conferences and in class.
  - Students will collaborate with other writers on at least one of the required papers.
  - Students will show respect to one another at all times.
  - Students will take responsibility for all class work.
  - Students will meet all deadlines.
  - Students will meet attendance requirements.
2. Things you should know:
  - This is a University of Minnesota course. It will require work and time spent outside of class. A guideline that is commonly used is: expect to spend two hours outside of class for every hour spent in the classroom – or – expect to spend 10-12 hours per week on your writing outside of class. Because we alternate with the literature course, those expectations will be slightly different, but you will still need to work on your assignments for College Composition during the time that you are scheduled into the literature class.
  - We will use student writing as models for class assignments. Be prepared to share your work with other students, and occasionally with the entire class. I will honor requests for privacy, but according to state law, must break confidentiality when I read references to illegal or dangerous activities. I will ask your permission to keep copies of your work on file for future students.
  - All of your writing will be considered “draft” until your final copy. Please remain open to revision and editing until the final copy is due. (This sounds simple, but believe me, it’s not!)

- All of the assigned reading has been chosen because of its value for your writing. Read it, write about it, and use the writing exercises and hints that it offers.
- Most of the assignments in College Composition are open ended. That is probably different from your previous experience in school. Some of you will find this frustrating; others will rejoice!
- As your teacher, I am your guide and your coach. You are the writer. I will answer, as best I can, all of the questions that you ask. I will be available to you during class and during the office hours listed on your syllabus. I expect you to seek assistance as you need it. I will neither revise nor edit your papers.
- Finally, grades. Pay particular attention to the description of grades on your syllabus. Don't, however, let grades become the focus of your work during these 24 weeks. Your focus needs to be on improving your writing skills. That will not happen automatically, and it certainly won't happen without effort. Your success and improvement will depend on your dedication and effort. I don't simply want you to "get through" this course, either the writing assignments or the readings. I expect you to get something out of this course besides 4 university credits.

### 3. More regarding your notebook:

Yes, there is a description of each of the three notebook sections in your syllabus. What follows is more specific information to guide you. The number of Practice Journal and Writer's Reflection pages required each week is listed on your calendar.

**The Practice Journal** – This is a place for you to practice your writing and you shouldn't use it as a place to vent or to complain. What may you or must you use for a practice journal? What will inspire practice journal writing? See below and remember to label and date each entry.

- I will occasionally give you a prompt in class and I will be very clear on where I want you to place your response. Typically, it will be in this section.
- I will provide you with writing prompt handouts or I will make prompts available on my webpage. You are not obligated to respond to these, however. Also consider looking for writing prompts on your own as well.
- You may experiment with some of the writing activities suggested in From Sight to Insight and in FieldWorking.
- You will place "Slice of Summer" in this section
- You will place "MacDonald's" in this section.
- You may place, if you wish, **one and only one** college application essay in this section.
- Do not place writing from other classes in this section or in any other section.**

**The Writer's Reflection** – This is where meta-cognitive work is done - where you "think" on paper and, again, you should not use it as a place to vent or complain. As with the Practice Journal, label and date each entry and consider the following:

- I will occasionally prompt you to write something specific for this section.
- You will use this section to talk to yourself about what is working and what is not working.
- You will place a hard copy of each Monday Memo in this section.

**The Notebook** – The expectations for this section will eventually become quite clear. Again, label and date each entry. Consider this sampling of things you will take notes on:

- A. The “field trip” lecture given by Professor Shandy
- B. Material highlighted in class, specifically that pertaining to the major writing assignments
- C. Your reading of selected chapters from From Sight to Insight
- D. Your reading of selected chapters from FieldWorking
- E. Your reading of other selected material