

**University of Minnesota- Twin Cities**

**Fall 2021**

**WRIT 1201**

**Writing Studio**

**Credits:** 4

**Instructor name**: Elizabeth Boyer

**Contact information**: 651-293-8800, elizabeth.boyer@spps.org

**Class times and location**: Meets everyday period 2, 9:20-10:04

**Office hours**: Monday, Wednesday and Thursday virtually (cphsboyersweeneyofficehours) 8:00-8:30 a.m. and Monday, Tuesday, and Thursday in person or virtually 3:15-4:00 (cphsboyersweeneyofficehours)

**Course details**

**Essential Questions/Course Objectives:**

* To develop as writers. This includes becoming more proficient and comfortable with the steps in writing (prewriting, gathering ideas, planning, drafting and revising).
* To express ideas clearly and be open to exploring new learning experiences and perspectives.
* To understand how college writers use writing to communicate, and the expectations of college audiences.
* To develop critical analysis skills in connection with reading higher level materials.
* To become more skilled at using outside information in your writing: citing sources, using ideas from others to support and inform your ideas, using correct documentation.
* To become more skilled at organizing and planning a paper, including choosing and using sources to support your main points.
* To use technology for word processing, editing, revising and research
* To become more skilled at editing your own writing for grammar, punctuation and style.

|  |  |
| --- | --- |
| Good News | Bad News |
| Writing Studio counts as your Como English 11 or English 12 semester credits.  | Writing Studio is not a flexible class. You MUST be here each day.  |
| You will receive University of Minnesota Credit | The workload for this class is intense. Expect to have homework, especially during Formal Writing Assignment (FWA) time.  |
| Your writing will improve | You will be graded as a college freshman. Very few “A’s”are given at first. |
| The Formal Writing Assignments (FWA’s) will teach you skills you need for college. | You are required to turn in four FWA’s this year. Failure to turn one in will result in failing this class. |
| You will have time in class to work on FWAs | The FWAs are required to be a minimum of three pages typed, double spaced. |

**Required Supplies**

* iPad
* Folder or a place to organize handouts.
* Writing utensil (Pen or Pencil).
* composition book or notebook

**Grading**

* There are two types of writing assignments:
	+ Journals + Write Like Crazies. Journal responses will be due frequently. It’s usually a focused reflection on a piece of writing. Write Like Crazies are free writes for 3 minutes in class. You can respond to the topic, or write about whatever is on your mind. These can later be developed into full essays. (FWA)
	+ Formal Writing Assignments (FWA’s)- These are a big deal. They are weighted five times more than any other summatives. We will work through the entire writing process for these. They are always a minimum of **three pages**, and will require a Works Cited page.
* You will also have On Demand writing assignments done in class.
* I do my best to grade your FWAs promptly. We will have a writing conference to discuss your essays after they have been graded so you can revise and resubmit your essays.
* You will participate in Socratic Seminars (discussions). You will create some of the questions and prepare for discussion.
* We will read and annotate a variety of articles on writing and improving your writing.
* We will review grammar and punctuation and have quizzes on notes given in class.
* The grade you receive in this class will also be the grade on your University of Minnesota transcript. This credit will transfer to almost all colleges and universities.

**Absences**

You may not have more than two unexcused absences per quarter. You will be pulled from the class if absences are an issue, which means you will have to make up an English credit.

**An unexcused** absence means you are not in class, and you have made no attempt to let me know you are not going to be in class. Note: you must let ME know. Not just Como, me.

**Excused absences** if you KNOW you are going to be absent let me know.

Email me. elizabeth.boyer@stpaul.spps.org

 Or

elizabeth.boyer@spps.org

**Phone Expectations**

We will follow Como Park’s new phone policy. No phones allowed in class.

Unless okay with teacher, headphones should always be put away when Tech OFF sign is on.

If you are working on a paper or individual assignment, I am usually okay with you listening to music with headphones. I will usually announce this.

Late Work

Late work will NOT be accepted in this class. You must complete the work in the time allotted. If there is a special circumstance, please see me.

This is a **tentative** schedule for the semester. All due dates are currently **tentative.**

**You will have short assignments from *The Nuts and Bolts of College Writing* by Michael Harvey as well as reading and analyzing other essays from *40 Model Essays* and grammar review and quizzes leading to strong writing and punctuation.**

**September 9-October 18: FWA #1: What is education?**

This will be your first major paper of the semester. You will be discussing the idea of “education” and using the articles we read during the pre-course as your sources.

\*Due Date- October 11

**October 19- November 15: FWA #2- *Born a Crime***

We will be reading the nonfiction autobiography *Born a Crime* by Trevor Noah. Your final paper will be a text based response to the novel. There may also be an exam over this novel.

\*Due date: November 8

**November 16 – December 17: FWA #3- Documentary+research**

Choose a documentary with a social justice issue . You will be doing in-class discussions and double-entry journals with this unit. Your FWA 3 will be a research essay on a topic of your choice stemming from your documentary and discussions.

\*Due Date- December 13

**January 3- 24 FWA #4- Comparative Essay**

We will be reading *There,There*  by Tommy Orange and writing a comparison essay comparing the Native American perspective to another perspective in a point by point essay. This novel will also have journal responses.

**January 25-26 FWA #5- In Class Essay**

You will use one of your Write Like Crazies or another short writing and turn it into an essay in 40 minutes during class.

\*Due Date: January 26

University of Minnesota, Twin Cities Campus Academic Policies, Spring 2021.

**Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: <https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf>

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach  and/or a student’s ability to learn.” The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [*https://policy.umn.edu/education/studentresp*](https://policy.umn.edu/education/studentresp).

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: <https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf>) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [*https://policy.umn.edu/education/instructorresp*](https://policy.umn.edu/education/instructorresp).

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [*https://policy.umn.edu/education/makeupwork*](https://policy.umn.edu/education/makeupwork).

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [*https://policy.umn.edu/education/studentresp*](https://policy.umn.edu/education/studentresp).

**University Grading Scales**

The University has two distinct grading scales: A-F and S-N.

**A-F grading scale.** The A-F grading scale allows the following grades and corresponding GPA points:

|  |  |  |
| --- | --- | --- |
| **Grade** | **GPA Points** | **Definitions for undergraduate credit** |
| A | 4.000 | Represents achievement that significantly exceeds expectations in the course. |
| A- | 3.667 |  |
| B+ | 3.333 |  |
| B | 3.000 | Represents achievement that is above the minimum expectations in the course. |
| B- | 2.667 |  |
| C+ | 2.333 |  |
| C | 2.000 | Represents achievement that meets the minimum expectations in the course. |
| C- | 1.667 |  |
|  |  |  |
| D+ | 1.333 |  |
| D | 1.000 - | Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements. |
| F | 0.000 | Represents failure in the course and no credit is earned. |

**S-N grading scale.** The S-N grading scale may not be available to students registered through College in the Schools. Check with your instructor regarding grading options. If it is available, the S-N grading scale allows for the following grades and corresponding GPA points:

|  |  |  |
| --- | --- | --- |
| **Grade** | **GPA Points** | **Definitions for undergraduate credit** |
| S | 0.00 | Satisfactory (equivalent to a C- or better) |
| N | 0.00 | Not Satisfactory |

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>.

**Sexual harassment, sexual assault, stalking and relationship violence**

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

<https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf>.

**Disability Accommodations**

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

* If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities – 612-626-1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
* Students with short-term disabilities, such as a broken arm, can often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
* If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
* If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

**Additional information:** Twin Cities - [*https://diversity.umn.edu/disability/*](https://diversity.umn.edu/disability/), *drc@umn.edu*)

**Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [*http://www.mentalhealth.umn.edu*](http://www.mentalhealth.umn.edu/).

**Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

<https://policy.umn.edu/education/syllabusrequirements-appa>                            JME July 30, 2020