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## M 095.02: Developmental Writing

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## WRIT 095 – ACADEMIC WRITING

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Office: Missoula College, Room 451

Office Hours: By appointment

**“We do not write in order to be understood, we write in order to understand.”**

**- English poet Cecil Day-Lewis**

### **Welcome to Writ 095 – Academic Writing!**

*I'm excited for this new semester and look forward to meeting and working with each of you. Our class is based on the premises that we are all writers and writing is one of the fine arts. Like all artists, we need repeated practice to improve our techniques in order to write well. We will work on a four-part system to practice our writing: (1) teaching (which is my part); (2) writing (your part); (3) revising (a combined effort); and (4) grading (my part). By following this system, you will learn methods of helping each other with your writing, gain control of your own writing, and become an independent, competent writer.*

### **ABOUT WRITING**

Writing is a process that helps people discover their ideas and understandings as well as convey them to others. All aspects of that process will be important elements of your writing for this course - from brainstorming and making quick jottings of ideas to preparing final, edited papers. Writing, reading, speaking, and listening are all complementary activities and are the foundation of this course.

### **Course Learning Objectives**

1. Write short, coherent persuasive paragraphs
2. Construct unified, coherent paragraphs developing an idea or a position into a multi-paragraph essay with a clear thesis statement
3. Work with fellow students to respect and understand how they learn about writing and work together to peer edit each other's papers
4. Integrate sound writing into your everyday life
5. Know how to use standard punctuation and grammar

### **REQUIRED WORK FOR THE SEMESTER WILL INCLUDE:**

- Assigned reading materials
- One full page of journal writing (in a spiral notebook) for each day the class meets (we will write in our journals in class).
- Persuasive writing responses and exploratory essays. You will be asked to share these informal writings and observations in class using a variety of writing workshops
- Small group and class participation
- A formal **research paper** followed by a **speech** given in front of the class (details during class)
- A formal portfolio (“*Final Portfolio*” - details during class)

\*\*Near the end of the semester, you will have an opportunity to *revise* several graded essays (kept in your “*Working Portfolio*”) after receiving comments and suggestions from classmates and the instructor. Revising your essays will be an opportunity to **improve your grade** on each essay.

#### **COURSE TEXTS AND MATERIALS:**

- *The Norton Field Guide to Writing*, Richard Bullock, 4<sup>th</sup> ed., W.W. Norton & Company, Inc.
- Your spiral bound writing notebook and a pen or pencil for taking notes in class and for your journal entries
- Because this is a writing course, you **must print out** all the assigned papers by the **beginning** of class – (No, you may NOT be excused from class to go print your paper!)
- A “Working Portfolio” (Example given in class)
- **Small binder** for your “Final Portfolio”

#### **FINAL GRADE**

I encourage you to talk with me to better understand my comments on your papers or to discuss your overall progress and success in the class. Success depends on meeting all the course requirements; the quality of your work; and your willingness to enter into the spirit of inquiry, which includes intelligent and appropriate contributions to the class discussions, engagement with topics and lessons, and quality effort on your projects. Your final grade will be based on the total amount of points you receive for each graded project.

#### **PROCEDURAL BASICS FOR WRITTEN WORK**

1. Complete all reading and writing assignments **on time**. Be sure that all written assignments (except for in-class work) are word-processed
2. Use the following format for submitting written assignments unless instructed otherwise or unless you’re following specific genre conventions:  
Provide a basic header in the upper **left hand corner** of page 1:  
Your name  
The time class begins **and** days your class meets (Example: 11:00 - T/Th)  
Instructor’s Name (Jerri Balsam)  
Date the assignment is due (October 30, 2018)
3. Double-space the text
4. Use one-inch margins
5. Use a standard 12-point font use Times New Roman or Georgia typeface
6. Number pages on the upper **right-hand side**, beginning with page 2
7. Keep copies of all your work, as **hard copy** and on **USB drive** and/or online storages
8. **\*\*Save everything I hand out to you** in your “Working “Portfolio” (It will also help to keep these papers in *chronological* order.)

## ATTENDANCE

*Students are expected to attend all class meetings and complete all assignments.*

1. Attendance is mandatory. You cannot learn if you are not exposed to the ideas and the work of the course. Be in class, be on time, and be prepared for the work of the day. If you do so, you will do well in the course.
2. If you must miss class, you are responsible for obtaining any handouts or assignments for the class. Make sure you talk with me in advance if you are worried about meeting a deadline or missing a class.
3. **Five (5)** or more absences from class will result in a **failing** grade.

## LATE WORK

If you miss a draft deadline, you've missed a crucial chance for feedback on your work. If you aren't ready with a response to a group member's draft, you're letting down someone who is counting on you for help. If you aren't prepared for class, you limit your own voice and contributions to the class and community of writers and readers. For all these reasons, *late work is unacceptable*. If you ever have a problem with an assignment, talk to me in advance of the deadline and you may be able to negotiate a special arrangement. Deadlines are not negotiable after you've missed them.

## OFFICE HOURS AND COMMUNICATION

Please know you have the opportunity to talk one-on-one with me. Simply make an appointment before or after class or send an email to talk about any questions you have about your progress in the course. If you have a question about the course or an assignment, please send an email to me. I will respond to emails Monday through Friday within 48 hours.

## CLASSROOM COMMUNITY

Community is important in a small writing classroom. We will work together to create an environment that promotes collaborative learning and thoughtful discussion. The student conduct code asks students to "respect the rights, privileges, and dignity of others" – these are important ways to engage in class discussion, particularly when the topic might be provocative.

**Special Note: Please be sure to shut off cell phones and *any and all* other electronic devices (i.e. laptops, iPads, pagers, etc.) during class. If I see you using your electronic device during class, I reserve the right to take it away from you for the remainder of the class period.**

## ACADEMIC SUPPORT SERVICES

All students can succeed if they put their minds to it. **The Learning Center** offers a variety of services to help students reach this goal. Learning Center staff tutor in many subject areas, provide academic counseling, and assist students in the transition to college. The best news is that all of these services are **free and available to all students**. For more information, please call 406.243.7826.

The **Mansfield Library** (by the main campus parking garage) and the **Public Speaking and Writing Center** (Lommasson 27) are also excellent resources for researchers and writers. You may be asked to take a draft of a paper to the Writing Center for feedback. Experienced writers do not hesitate to seek out second readers of a draft, and the WC is a great resource.

### **DISABILITY SERVICES**

In keeping with University policy please remember the following information: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult DSS.

### **ACADEMIC CONDUCT AND INTEGRITY**

You must abide by the rules for academic conduct described in the **Student Conduct Code**. Academic honesty is highly valued in the UM community and acts of plagiarism will not be tolerated. The most clear and concise definition of plagiarism I have found comes from Neil Baird. I quote it at length below:

Plagiarism is defined as representing another person’s words, ideas, data, or work as one’s own. Plagiarism includes, but is not limited to, the exact duplication of another’s work and the incorporation of a substantial or essential portion thereof. Other examples of plagiarism include the acts of appropriating the artistic or musical composition of another and Internet documents, or portions thereof, presenting them as your own.

The key to avoiding plagiarism is to **give proper credit** whenever the following are used:

- Another person’s ideas, opinions, or theories
- Facts, statistics, graphs or other drawings or any pieces of information *that are not common knowledge*
- Quotations of another’s actual spoken or written words
- Paraphrases of another’s spoken or written words
- Organization patterns or structures of another’s spoken or written work

***Worth noting is the fact that ignorance does not excuse plagiarism.*** “Intentional plagiarism consists of knowingly copying or using another’s work without giving proper credit. Unintentional plagiarism, on the other hand, may result from a lack of familiarity with citation standards, poor research methods, or careless “cutting and pasting” of Internet and other electronic sources. **In either case, both intentional and unintentional plagiarisms constitute violations of the policy on Academic Dishonesty.** (Professor Baird, Course Syllabus)