WRIT 3xx Academic Writing I (3 credit units)
WRIT 3xx – Section, Term Year

Teacher's Name
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Office: Whitten Student Center, w126
Office Hours: By appointment

CLASS MEETINGS
Days:
Time:
Room:

COURSE DESCRIPTION
WRIT 3xx is typically taken during the 2nd or 3rd year and builds upon the foundations of WRIT 1xx by helping students transfer those writing strategies to new situations, purposes, and audiences for both upper-division academic writing and professional contexts. Through the lens of a course topic, writing in this course aims to make transdisciplinary connections that benefit all students, regardless of major, but encourages students to engage with issues within their major and future profession. Students must earn a C or higher to pass this course.
Prerequisites: WRIT 1xx and LSCI 105/106

PROFESSIONAL COMPETENCIES ACQUIRED
Through the assignments in this class, you’ll acquire the following competencies: written communication, critical thinking, information literacy, planning and organization, detail orientation, problem solving, creativity, and a strong work ethic.

WRIT PROGRAM LEARNING OUTCOMES
A student completing each GE Writing course will, at the appropriate level:

1. Demonstrate rhetorical knowledge of audience, purposes, and contexts when writing. Core Competency: Written Communication, Critical Thinking, Information Literacy
   - Choose unique positions regarding established and emerging issues, and negotiate the complexities in those issues with a sophisticated and judicious sense of audience
   - Recognize potential challenges to the legitimacy of how they utilize evidence in contextualizing and/or supporting their arguments
   - Display rhetorical aptitude when engaging with academic, professional, and lay audiences, including the ability to anticipate what different readers need from a text

2. Analyze, synthesize, interpret, and evaluate ideas, information, situations and texts through writing and other activities. Core Competency: Written Communication, Critical Thinking, Information Literacy
• Interrogate not only the assumptions of others, but also their own beliefs about and understanding of the forces that influence knowledge in their disciplines, professions, and/or civic lives
• Avoid a summary of research, and instead integrate outside sources in ways that are appropriate, ethical, and stylistically sound
• Embrace the complexities of the research process while recognizing its benefits in academic, professional, and civic inquiry

3. Develop writing processes to conceptualize, develop, finalize, and reflect on writing projects. Core Competency: Written Communication, Critical Thinking, Information Literacy

• Employ heuristics in the initial stages and throughout the process of constructing a paper, including during the revision phase
• Produce structured, vibrant prose that provides an audience with what is needed to be grounded in the discussion and open to the author’s position
• Exhibit an intellectually committed and authentic voice, free of clichés, idioms, hackneyed phrasing, extraneous information, and predictability

4. Become familiar with grammatical and genre conventions and apply them to specific rhetorical situations. Core Competency: Written Communication, Critical Thinking, Information Literacy

• Adhere to conventions ranging from structure and paragraphing to tone and mechanics, but also bend those conventions when appropriate to the author’s purpose
• Demonstrate mastery of a scholarly apparatus for the inclusion of outside sources
• Create flowing syntax free of errors in punctuation, grammar, and spelling

REQUIRED TEXTS
None. Texts for the course will be OER (Open Educational Resources) and posted to Moodle.

COURSE COST
$0.

CLASS ATTENDANCE POLICY
Attendance for this class is extremely important. Here are my policies on attendance:

1) Attendance is taken every day and you are expected to be in attendance every day.
2) There are in-class activities most days that will contribute to the “Homework” part of your grade. These activities cannot be made up out of class. Missing them will hurt your grade. In addition, if you are late or need to leave early and miss a class activity, this will hurt your grade because you will not be able to complete that assignment.
3) In addition, there is a strong correlation between missing class and your grade falling. Because of the nature of the course, there are peer revision activities, workshop days, and other in-class activities that
are important to achieving success in the course. When you miss these, it generally affects the quality of your papers.

4) I do understand that sickness and other emergencies do occur. Please contact me ahead of time, either in person or by email, if you expect to miss class. If you do this, I will help you get back on track in the course.

TECHNOLOGY
Access to the internet and a computer with MS Word and PDF capabilities is required.

COURSE GRADE

Your course grade is determined by the following major assignments and homework, listed and weighted below:

<table>
<thead>
<tr>
<th>Papers</th>
<th>Points Toward Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Essay One</td>
<td>150</td>
</tr>
<tr>
<td>Essay Two</td>
<td>150</td>
</tr>
<tr>
<td>Essay Three</td>
<td>200</td>
</tr>
<tr>
<td>Essay Four</td>
<td>250</td>
</tr>
<tr>
<td>Reflection &amp; ePortfolio</td>
<td>50</td>
</tr>
<tr>
<td>Homework</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
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In general, this is the scale that determines all grades in the course:

<table>
<thead>
<tr>
<th>“A” Grades</th>
<th>“B” Grades</th>
<th>“C” Grades</th>
<th>“D” Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B+</td>
<td>C+</td>
<td>D+</td>
</tr>
<tr>
<td>A</td>
<td>925+</td>
<td>765-794</td>
<td>665-694</td>
</tr>
<tr>
<td>A-</td>
<td>895-924</td>
<td>725-764</td>
<td>595-664</td>
</tr>
<tr>
<td>B</td>
<td>825-864</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>B-</td>
<td>795-824</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>725-764</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>695-724</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>594 or fewer</td>
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OTHER GRADING POLICIES

1) If no rough draft is turned in, your grade on that essay will drop 1 step, from an A to an A-, A- to B+, B+ to B, B to B-, B- to C+, C+ to C, C to C-, C- to D+, and D+ to D. D's won't drop to F's because F's are reserved for work that isn't turned in, contains plagiarism, or suffers from a particularly serious problem. These penalties remain if the paper is revised. This is because the writing process and revision are valued in addition to the final product.

2) If a paper veers too far from the assignment sheet's purpose (e.g., ignores the source or page requirement, or is an arguing a position paper instead of a speculating about causes paper, for example), it can get no higher than a C-.

3) If a paper completely ignores an assignment sheet (e.g., turns in a movie review or a personal narrative instead of a researched essay), the paper will receive an F. Why are you penalized for straying too far from the assignment sheet? This is because I value rhetorical awareness and understanding the rhetorical situation. Ignoring the assignment sheet demonstrates you need to improve in this area. If a real estate developer hires an architecture firm to build a strip mall and they build luxury apartments instead, that would be a very serious problem.
4) While there is a due date grace period of 24 hours, final drafts submitted after the grace period automatically lose a grade step for each day past the 24 hour grace period, going from an A to an A-, A- to B+, B+ to B, B to B-, B- to C+, C+ to C, C to C-, C- to D+, and D+ to D, and a D to an F. For example, if the due date is October 1, but you turn in the paper on October 2. There is no penalty. If you turn it in October 3, your paper will lose a grade step. If you turn it in October 4, you'll lose another grade step, and so on and so forth.

5) Homework/class work: Homework assignments generally receive full credit if completed and turned in on time (or within the 24 grace period), half credit if turned in past the grace period up to, and no credit if the homework strays too far from the assignment or is incomplete.

6) Essay 1 MUST be taken to the Writing Center and proof of your visit must be shown via an emailed receipt to me or else the grade will be dropped one grade step.

**If you are experiencing a significant illness, a difficult personal situation, or are overwhelmed due to school work or other obligations, please contact me immediately so we can work out a plan to get you back on track. I understand that life doesn't always treat us fairly and reserve the option to waive grade penalties if your situation calls for it.**

ACADEMIC HONESTY

Because the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required at Woodbury University. Academic integrity is important for two reasons: first, independent and original scholarship ensures that students and scholars derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and depreciates the achievements of the entire University community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a member of our community can commit. Adherence to the Academic Honesty Policy reflects the commitment of our community to the ideals of learning, research, and scholarship. See pp.344-347 in the 2018-19 Catalog for the entire Academic Honesty Policy.

ACCOMMODATIONS FOR STUDENTS WITH IDENTIFIED DISABILITIES

Woodbury University is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Students desiring accommodations due to a physical, learning or psychological disability must first complete an Accommodations Request Form, which can be downloaded from http://go.woodbury.edu, and found under “Academic Resources.” Accommodations cannot be granted prior to the instructor’s receipt of a Notification of Special Needs Release Form from the Disabilities Coordinator. Accommodations are never provided retroactively. (For more information, contact the Disabilities Coordinator in the Whitten Center (818) 394-3345.)