ENGL 0001 Writing Lab

**Section: [number]
[Semester]**

Instructor: [name]

Office: [on-campus location or Blackboard Collaborate Ultra]

Hours: [3 hours per week, enter days/times]

Telephone: 479-575-4301 (English Dept.; please leave a message and it will be relayed to me)

E-mail: [your uark.edu email address]

**Purpose:** to help you integrate into the pattern of college life and course work, and to provide you with the extra practice and feedback you may need to succeed in Composition I (or other course) and prepare you for the varied writing tasks you will face throughout your college career.

**Learning Outcomes:** In accordance with the stated purpose of the course, you will learn, among other things, how to

* Plan your time to gain maximum benefit from writing assignments by developing and scheduling your writing process.
* Keep a writing journal to generate regular writing and reflect on the writing techniques, skills, and strategies you already possess and those that need development.
* Reflect on key concepts and on instructor feedback in order to improve your effectiveness as a writer and your learning in ENGL 1013, Composition I.

**Procedure:** Discussion, workshops, scheduling, and the writing of reflections, responses, and

exercises.

**Required texts and materials:**

R*eading, Writing, and Rhetoric in the First Year* available via First Day Materials in your Composition I ENGL 10103 Blackboard site. No additional readings will be assigned for this course besides what you are assigned in Composition I. (If you are not taking Composition I as a corequisite for this course, you do NOT need to buy the textbook. Use assignments from any of your other courses as the basis for Writing Lab activities.)

**Assignment Grade Distribution:**

Weekly Writing Assignments 40%
Weekly Journals 30%
Conferences 30%
 100%

 **Course Grade Scale:** A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59

**Grading Contract:** We use a grading contract for this course, and that is posted separately but alongside this syllabus. The contract is intended to be fair, equitable, and inclusive. If you do the work, you will be given full credit for your effort and receive feedback so that you can make improvement and understand to what degree you have fulfilled the assignment. See the contract documents for specifics.

**Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575– 3104 or visit [http://cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures).

**Discrimination and Sexual Harassment:** Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

**Academic Integrity:** “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at <http://provost.uark.edu/>academicintegrity/245.php Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

— Office of the Provost and Vice- Chancellor for Academic Affairs

**Using ChatGPT for Your Work in This Class**

### This is a course that asks you to work through the writing process and develop your own strategies for how to tackle each step of the process, from idea generation to drafting to revision to reflection. For this reason, I ask that you do not use artificial chatbots like ChatGPT to complete assignments for this class.

**Providing Course Materials to Course Hero, ChatGPT, and Other Sites**

### Please do not provide my course materials or your peers’ work to ChatGPT, Course Hero, Chegg, or similar sites. I also strongly recommend that you not provide your own work to any of these sites.

**Attendance:** “Student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules.

The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”

—Academic Regulations

University of Arkansas Catalog of Studies

If you have one of these reasons for requiring time away from your coursework, contact me for an exemption from the affected assignments. In an online course, your participation in virtual activities, like discussion boards or conferences, and submission of assignments will count as attendance. Check Blackboard frequently, and your uark.edu email as well.

When the university is closed, all classes are also canceled. Since we are online, this may not affect us in terms of attendance, but weather can affect power and access to the internet or U of A resources. In this case, deadlines may be extended as appropriate. If power or internet outages affect your area but not the university as a whole, let me know as soon as you are able. Often there will still be cell phone connection so you can email.

**Assignment Submission**:

All assignments will be submitted via Blackboard, <http://learn.uark.edu>. Assignments must be submitted as either .doc(x) or .rtf(x) or pdf attachments (not .pages!) to the Blackboard assignment link. Assignments sent in the body of an email, as an email attachment, or as paper copies will not be accepted. Again, do NOT send an assignment via email.

If the assignment is in a format I cannot open, then I cannot grade it.

* Apple users must save and submit documents as .doc(x) files. NOT .pages
* Do not submit multiple attachments—put all parts of each assignment in one document.
* The file name should not include any of the following symbols: !@#$%^&\*( )
* Assignments should be submitted by the deadline but I do grant extensions.

**Late and Missed Assignments:**

According to our grading contract, I accept late work, and I grant extensions. Due dates are to help us all work at a manageable pace. Again, I grant extensions but communicate with me if you must miss a deadline. Please contact me if you're falling behind. We can work out a plan.

The degrees of lateness are defined below in greater detail:

1. **On-Time Assignments:** This is an assignment that is submitted on time. Your paper is submitted before the deadline has passed. An assignment is also on time if you request and receive an extension before the deadline has passed.
2. **Late Assignments**: Assignment is submitted more than two days after the deadline without a request for an extension. Assignments are not considered late if you request and receive an extension on the assignment before the submission deadline. Remember, I grant extensions; please come talk to me if you need additional time to complete something.

[You can set parameters and penalties for late assignments and post those here, as well as anywhere else these policies are relevant. But you do need to give students opportunity to miss some deadlines, as everyone does. Determine your policy and be clear.]

1. **Incomplete Assignments**: Assignment that is submitted but is missing one or more significant components. (Please see assignment instructions for the project’s completion requirements.) I will reach out if you submit an incomplete assignment and you will have opportunity to complete it by the deadline I set. Incomplete assignments that are not completed in a timely manner will not receive full credit.
2. **Missing Assignments**: This is an assignment that was never submitted, and so will receive a 0.

**Assignment Formatting**: [You can adjust these instructions according to your preferences. They are here because students ask.]All assignments must be typed in black, Roman-based 12-point font. Lines should be double-spaced. You may choose the documentation style to use in this class (MLA, APA, Chicago, etc). I suggest you use whichever style you are using in ENGL 1013, and that will often be MLA but could also be the accepted style of your discipline or major. The following must appear on the top left corner of the first page of each assignment: Student’s name, Instructor’s name, Course Time, Date. Page numbers must appear at the top right corner of each page.

Class Schedule: Note: Weeks run Monday, 12:00 AM – Sunday, 11:59 PM (Central Time)

[If you are not teaching online you can delete assignments to “watch videos” when that content will be presented in the classroom. Or you can use any videos you think will be useful support.]

[Include any breaks or holidays in the semester you are teaching.]

| **Week** | **Dates** | **Lessons & Assignments** | **Due Date** | **Points** |
| --- | --- | --- | --- | --- |
| 1 | [Date] | Introduce yourself on Course Blog |  | 100 |
| Watch videos in Lesson 1 folder |  |  |
| Lesson 1: Schedule Assignment |  | 100 |
| Lesson 1: Journal Assignment |  | 100 |
| 2 | [Date] | Watch videos  |  |  |
| Lesson 2: Annotation Assignment |  | 100 |
| Lesson 2: Journal Assignment |  | 100 |
| 3 | [Date] | Watch videos |  |  |
| Conferences |  | 100 |
| Lesson 3: Summary Practice |  | 100 |
| Lesson 3: Journal Assignment |  | 100 |
| 4 | [Date] | Watch videos on revision |  |  |
| Lesson 4: Revision Practice |  | 100 |
| Lesson 4: Journal Assignment |  | 100 |
| 5 | [Date] | Watch video on Rhetorical Situation |  |  |
| Lesson 5: Schedule Assignment |  | 100 |
| Lesson 5: Journal Assignment |  | 100 |
| 6 | [Date] | Watch the YouTube video on Rhetorical Situation |  |  |
| Lesson 6: Identifying Rhetorical Situation |  | 100 |
| Lesson 6: Journal Assignment |  | 100 |
| 7 | [Date] | Watch videos on thesis statement |  |  |
| Lesson 7: Thesis Statement Activity |  | 100 |
| Lesson 7 Journal Assignment |  | 100 |
| 8 | [Date] | Watch videos on using evidence |  |  |
| Conferences |  | 100 |
| Lesson 8: Revising to include evidence |  | 100 |
| Lesson 8: Journal Assignment |  | 100 |
| 9 | [Date] | Watch videos on synthesis papers |  |  |
| Lesson 9: Schedule Assignment |  | 100 |
| Lesson 9: Journal Assignment |  | 100 |
| 10 | [Date] | Watch videos |  |  |
| Lesson 10: Annotating Sources |  | 100 |
| Lesson 10: Journal Assignment |  | 100 |
| 11 | [Date] | Watch videos |  |  |
| Lesson 11: Identifying Strategies |  | 100 |
| Lesson 11: Journal Assignment |  | 100 |
| 12 | [Date] | Watch videos on receiving feedback |  |  |
| Lesson 12: Revision Plans |  | 100 |
| Lesson 12: Journal Assignment |  | 100 |
| 13 | [Date] | Prepare for peer review in Comp I, check citations |  |  |
| Conferences |  | 100 |
| Lesson 13: Check citations |  | 100 |
| Lesson 13: Journal Assignment |  | 100 |
| 14 | [Date] | Lesson 14: Schedule Assignment |  | 100 |
| Complete Course Evaluation |  |  |
| Lesson 14: Journal Assignment |  |  |
| 15 | [Date][Date]Reading Day | Lesson 15: Journal Assignment |  | 100 |
| Lesson 15: Reviewing and editing |  | 100 |
|  |  |  |
|  |  |  |
|  | [Date] **Finals Week** | No final in this course. |  |  |

**Writing Lab ENGL 00001**

**Assignment Schedules/Calendars**

This assignment will give you practice in balancing the many important considerations involved in effectively budgeting your time as a student. For each unit, you will create and revise a schedule for completing your major writing assignments in Comp I. To do so, you will have to look ahead in Comp I and in your other classes, take into account upcoming projects and exams, and learn how to fit in all these important activities while also allowing time for leisure and for getting enough sleep.

**Brainstorming**

For each unit, consider the following:

* What is your weekly class schedule?
* According to your syllabi, what readings and assignments must be completed each week?
* How can you break up your long-term assignments—like Comp I major assignments—into smaller stages to accomplish throughout each week?
* What extra-curricular activities do you have to schedule around your course work?
* When will you have time to sleep, eat, study, and take some leisure time for yourself and with friends?

**Organizing**

Once you have all these factors—the nuts and bolts, as it were—straightened out, arrange them into a week in your Outlook Calendar. You don’t need to schedule every single minute of every day, but having an idea of what you need to accomplish each day and when you plan to do it will help you keep on task and get your assignments completed on time, with enough time left over to revise, take them to your instructors for feedback, make further revisions, and edit them.

**Revising**

Scheduling can be a messy project at first. Now that you have all the materials in place, revise your schedule to make an easy-to-follow guide for the days and weeks of each unit. You’ll get better at it each time, as you see how your time and work actually play out.

**Due date**: Each Calendar Schedule is due by 11:59pm for a separate grade near the beginning of each unit, on the following dates:

* Project 1 Schedule: [Date]
* Project 2 Schedule: [Date]
* Project 3 Schedule: [Date]
* Project 4 Schedule: [Date]

**Grade value**: These are counted in the Weekly Writing Assignments which in total are worth 40% of your final grade.

**Writing Lab
ENGL 00001**

**Weekly Writing Journals**

**Writing Journal**

The purpose of this assignment is to provide lots of low-pressure writing practice: to help you explore ideas, engage with your Comp I assignments, and become comfortable using the basic principles of writing on a weekly, if not daily, basis. Writing regular journal entries will allow you to reflect on your work throughout the semester, and help you understand what you have learned and how best to proceed as a writer in college. This journal will be ongoing throughout the semester, with an entry reflecting on the week’s work submitted each week.

**Procedure**

You will produce a journal entry each week. Answer each prompt with at least 150 words of written response. The credit you earn will depend largely on how fully you complete each entry and how well you demonstrate engagement with the prompts which ask you to reflect on the week’s work and plan for the week ahead. This is writing practice, but also gives you a structured time to assess how the week’s work was accomplished, what to build on or do differently, and how to manage what is required in the week to come.

**Grade Value:** All journals will count for 30% of your overall course grade.