



# LAKELAND UNIVERSITY

## Course Information

<b>Course</b>	GEN 100 • Writing Workshop
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Section J2 • Summer Term 2021

**Instructor:** Luis Poza

**Contact:** poza@japan.lakeland.edu

**Meeting Times:** W/F, 3:00 ~ 4:30 p.m. (Section J2)

**Location:** Online ([Class Meeting Link](#))

**Office Hours:** Half an hour immediately following the end of classes, and by appointment

**Office Hours Location:** Online via Zoom.

**Course Description:** Through frequent assignments and varied exercises, this course prepares students for Lakeland's regular sequence of writing courses, GEN 110 - Composition I: Academic Writing and GEN 112 - Composition II: Argumentation and Research. Pre-requisite: none.

**Learning Outcomes:** Writing Workshop is a basic composition course aimed at helping students acquire the skills to:

- (1) write clear, logical, and grammatically correct sentences;
- (2) write organized, developed paragraphs;
- (3) use basic rhetorical patterns to write essays that contain an introduction, a body, and a conclusion;
- (4) identify the parts of speech, parts of a sentence, and types of sentence structures; and
- (5) understand the different phases of writing, including prewriting, revising, editing, and proofreading.

### **Required Texts:**

- Glenn, Cheryl, and Loretta Gray. *Hodges' Harbrace Handbook*. 19th ed., Wadsworth, 2017. **(Available as an eBook from the publisher.)**
- Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed., Bedford, 2018. **(Available as a hard copy book from LUJ.)**

**Online Presence:** This semester, we will be using the **Zoom**, **Google Drive**, and **Blackboard** online systems. With Google Drive, your essays and other materials will be stored online, and can easily be shared with your instructor, allowing communication and collaboration. You will also be expected to upload your essays to Blackboard for review by SafeAssign.

Because of this, **you must use your LUJ Mail account and Google Drive on a regular basis.**

In addition, you must regularly visit the special **Writing Workshop Web Site** (<http://gen.luj.tokyo>) which I run. Most course materials are on that site, and I will also post summaries of class meetings and upload course documents to the site.

**Reading Assignments:** Students are expected to complete reading assignments **before** the class period for which they are assigned.

**Writing Assignments:** Students are expected to complete all assignments **on time**. Lateness beyond the deadline will be strictly penalized. 1~24 hours late will equal 10% loss of grade; 25~48 hours late will lose 20%. More than 2 days late will result in a “0” grade for any assignment. All work of paragraph length or greater should be submitted electronically.

**Formatting Requirements:** All writing assignments of 1 paragraph or greater must be formatted in MLA style (see the MLA handout for details).

**Attendance:** You are expected to attend every **live session**. Multiple absences will seriously affect progress. Up to three absences are forgiven; the fourth absence (for any reason) will cause a grade reduction of one full step (e.g., AB to BC), the fifth absence will cause a grade reduction of two full steps (e.g., AB to CD). Six absences equals automatic failure of the course. **No absence is ignored, even for illness, unless a special exception is granted by me.**

**If you will miss a class due to illness**, you must (a) **contact Mr. Poza by email** before the start of the day’s class, and (b) **check the web site** for notices, assignments and handouts.

**Missed Classes:** Students are responsible for all material (including lectures) missed due to absence. Make sure that you arrange to receive class materials from a classmate. You will be able to access materials and assignments for the class on our web site, and can submit assignments electronically. Absence or lateness is NOT an excuse for missed assignments.

**Grading:** The grades for this course will be determined as follows:

Exercises, Paragraphs, Quizzes & other Assignments .....	5%
Tests.....	10%
Essay 1 .....	25%
Essay 2.....	30%
Midterm Exam.....	10%
Final Exam.....	15%
Portfolio .....	5%
	100%

**Grading Rubric:** letter grades will be assigned according to this scale:

A:	92.5% - 100%	Excellent
AB:	87.5% - 92.4%	Very good
B:	82.5%- 87.4%	Good
BC:	77.5% - 82.4%	Average
C:	72.5%- 77.4%	Acceptable
CD:	67.5% - 72.4%	Needs much improvement
D:	60%- 67.4%	Barely acceptable
F:	below 60%	Fail

**Plagiarism:** The Lakeland University *Student Handbook* states, “It is assumed that when a student turns in an assignment or takes an examination, every word of the assignment or answer is the student’s own work.” According to Hulon Willis, who is cited in the *Student Handbook*, Plagiarism is “the attempt to pass off the ideas or language of someone else as your own. If you use information, speculation a full sentence or even a particularly vivid or unusual phrase that you found in your research, you are absolutely obligated to acknowledge it, normally in a note, as clearly and specifically as possible.”

The most common instances of plagiarism, according to the *Student Handbook*, are the following:

1. failure to provide **both an in-text and works-cited** citation for information, a paraphrase, or a summary;
2. failure to paraphrase or summarize properly even when a note is provided;
3. copying another source verbatim (word for word) without quotation marks or proper identification;
4. copying another source without acknowledgement;
5. turning in another person’s paper or other work as one's own.

In my class, I strongly discourage direct quotes except when necessary for information, tone, or style; therefore, most borrowed material will be paraphrased and/or summarized. If you do use exact quotes, do not forget to use quotation marks and correct quotation styles.

**Penalties:** It is up to the teacher’s judgment as to whether or not plagiarism is present; if there is clear evidence of plagiarism, then the consequences are not a matter of debate. The minimum penalty for plagiarism is an “F” grade for the assignment, with no opportunity to make up the assignment. Any clear act of plagiarism is also reported to the university administration; you will receive a warning letter which (a) will remain on your official school record, and (b) will count towards possible suspension if other warnings are issued. A second act of plagiarism in the same class will cause instant failure for the entire class.

**Plagiarism and academic theft are the same thing.** To take the words or ideas of any other source, or not giving proper credit to that source constitutes plagiarism. This includes using information or paraphrasing. Citations are required from the first draft. Penalties for plagiarism vary according to the degree of severity, but they include failure of the course and possible dismissal from the university. If you have any questions about this subject, speak with your instructor.

**Assessment Data.** Data may be collected from time to time in this course to assist the course instructor and/or Lakeland University in assessing student learning outcomes. For questions about academic assessment initiatives at Lakeland, please contact Dr. Margaret Albrinck, ([albrinckm@lakeland.edu](mailto:albrinckm@lakeland.edu)), or see the Lakeland University catalog and website.

**Caveat** – Due to unforeseen events, it may be necessary to make changes in this syllabus.

**Learning Center:** Students are encouraged to use the Learning Center to obtain assistance from peer tutors. The center is available to any student who would like assistance. Since it is a service paid for out of student-tuition fees, students should try to avail themselves of this service. This center now available online.

Students are encouraged to use the Learning Center to obtain assistance from peer tutors. To make an online tutoring appointment, follow these steps:

1. Go to LUJ's Homepage at <https://luj.lakeland.edu/>
2. Under Current Students tab (far right) choose LUJ Learning Center
3. See the Online Tutoring Schedule
4. Select a tutor who can address your needs based on the day, time, and subjects available  
The subject codes are explained along the top of the schedule
5. Click on the link for your preferred tutor.
6. Choose the day and time of your appointment
7. Enter your name and email address and click "schedule event"
8. Click "confirm"
9. A notice will be sent to your email. Click on the Zoom link at the time of your appointment.  
Your tutor will be waiting for you.

Contact Charles Laurier [claurier@japan.lakeland.edu](mailto:claurier@japan.lakeland.edu) for assistance.

**Disability Accommodations:** If you have a need for disability-related accommodations or services, please contact [disabilityaccommodation@japan.lakeland.edu](mailto:disabilityaccommodation@japan.lakeland.edu) to request the application form. Lakeland University will provide reasonable and effective accommodations and services to students when such requests are made in a timely manner and are accompanied by appropriate documentation in accordance with federal, state, and University guidelines.

**Counseling:** LUJ employs a professional counselor, who visits the school once per week to assist students experiencing stress, emotional problems, family issues, school-related pressure and other stress-related issues. While classes are being held online, please contact the Student Affairs ([studentaffairs@japan.lakeland.edu](mailto:studentaffairs@japan.lakeland.edu)) to make an appointment with the counselor, or contact her directly if you have had previous meetings. Students should try to make an appointment in advance as the counselor's time is limited. There is no stigma to visiting the counselor to seek help, and she maintains strict confidentiality on what she is told.

### **Taping And Recording Of Classes**

The instructor may do recordings of this class. Dissemination, broadcast, or transmission for non-personal, non-academic use will result in a disciplinary action.

Any recordings of this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws.

### **Netiquette**

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

**Code Of Conduct:** Students in all classes at Lakeland are expected to behave as adults and follow the basic rules of conduct in academic courses. They include the following rules:

All students must:

- Please ensure that you enter the live online classes on time. Late appearances will mean that you miss important information.
- Please make sure the camera and microphone on your computer or smartphone are working. If your camera is not working or your data is limited, please just use your microphone. Using just your smartphone is not recommended.
- Please ensure that you are in a quiet location for classes and turn your microphone off when you do not intend to speak. Background noise can be very distracting and may stop others hearing the instructor or another speaker.
- Do not record or upload videos of the class to any social media, file-sharing, or online video platform.
- Check your Lakeland email account *at minimum* once a day. This is *not* optional. All Lakeland students are expected to do this.
- In the live sessions, we expect that you to keep your computer's camera turned on. This will help your professor gauge your engagement with the material, and will contribute to the communal atmosphere of the session.
- When you contact the teacher by email, include your name and class section in the email Subject line. Be sure that the message is as detailed as possible.
- Keep the class syllabus with your class material that you bring to class every day and refer to it when necessary. *You are required to read your syllabus and know all of its contents.* If you ask the teacher a question which has the answer in the syllabus, your teacher will tell you to check the syllabus.

## Class Schedule

The following is the planned schedule for GEN 100. Note that **classes will be held on national holidays**. **The schedule may change** depending on the performance of the class. **Extra assignments will be given** in addition to those listed below. Please note the **Announcements** area on the web site as well as in-class announcements for possible changes to this schedule.

*HHH = Hodges' Harbrace Handbook; PCW = Patterns for College Writing; MLA = MLA Handbook*

Week	Date	Topics, Assignments Due	Main Textbook Readings (to be finished <i>BEFORE</i> the beginning of the assigned class; additional readings & exercises will be assigned!)
Week 1	Wednesday, Apr. 28	Syllabus Review; Plagiarism Review; Class Expectations.	
	Friday, Apr. 30	Syllabus; Writing Process; Brainstorming; Topic Selection; Google Docs & Drive	PCW: p. 27-40 (Ch. 2: Invention—Prewriting)  HHH: p. 2-10 (1a: Parts of speech)
Week 2	Wednesday, May 5	Basic Grammar; Essay Structure; Thesis Statements; <b>Description Paragraph;</b>	PCW: p. 40-45; (Ch. 2: Thesis Statements); HHH: p. 11-12 (1b: Subjects and predicates) HHH: p. 13-16 (1c: Complements)
	Friday, May 7	Sentence Structure; Outlines;	PCW: p. 203-208 (Ch. 8: Exemplification); HHH: p. 17-20 (1d: Basic sentence patterns) HHH: p. 38-40 (1h: Sentence forms);
Week 3	Wednesday, May 12		HHH: p. 20-27 (1e: Phrases)
	Friday, May 14	Paragraph Skills;	PCW: p. 49-60 (Ch. 3: Arrangement); HHH: <i>continue study of phrases</i> ; HHH: p. 28-33 (1f: Clauses);
Week 4	Wednesday, May 19	Paragraph Skills; Introductions; <b>E1 - Full Outline</b>	HHH: <i>continue study of phrases &amp; clauses</i> ;
	Friday, May 21		HHH: p. 34-37 (1g: Conjunctions...); HHH: p. 52-54 (3a: Punctuating independent clauses);
Week 5	Wednesday, May 26	Conclusions	HHH: <i>continue study of phrases &amp; clauses</i> ; PCW: p. 63-75 (Ch. 4: Drafting & Revising)
	Friday, May 28	<b>Due: E1D1</b>	HHH: p. 93-100 (7a: Verb forms); HHH: p. 101-106 (7b-d: Verb tenses); HHH: p. 82-88 (6a: Subject-verb agreement); HHH: p. 280-283 (27a: Consistency)
Week 6	Wednesday, June 2	<b>E2 - Full Outline</b>	HHH: p. 262-267 (24a-c: Subordination and coordination)
	Friday, June 4	<b>MIDTERM EXAM</b>	

Week 7	Wednesday, June 9		Proofreading
	Friday, June 11	<b>Due: E2D1</b>	HHH: p. 254 (S: Sentence style); HHH: p. 225-236 (19a-c: Good Usage)
Week 8	Wednesday, June 16	<b>Due: E1D2</b>	
	Friday, June 18		
Week 9	Wednesday, June 23		HHH: p. 158-172 (12a-f: The comma);
	Friday, June 25	<i>Withdrawal Deadline</i>	
Week 10	Wednesday, June 30	<b>Due: E2D2</b>	HHH: p. 176-177 (14a-b: The semicolon); Web site: "Essential & Non-Essential"
	Friday, July 2		HHH: p. 189-196 (16a-d: Quotation Marks); HHH: p. 60 (3d: Divided quotations)
Week 11	Wednesday, July 7	<b>Due: E1D3</b>	HHH: p. 197-211 (17a-i: The period and other punctuation marks)
	Friday, July 9		HHH: p. 245-248 (21a: Conciseness); HHH: p. 250-252 (22a-c: Clarity)
Week 12	Wednesday, July 14		
	Friday, July 16	<b>Due: E2D3</b>	
Week 13	July 19 ~ 23	<b>FINALS WEEK Deadline for submitting Portfolio: Wed., July 23</b>	

## **ADDENDA: STUDY PHILOSOPHY**

Why are you studying in college? The most common answer is "because I want to learn in order to achieve a personal goal." Studying for a college degree is like training for a marathon: you are strengthening yourself for a task that you will try to achieve after you graduate.

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Studying is **not** a passive undertaking. The teachers are not the center of the class; **you** are. *The teachers are not teaching, they are helping you to study.* The teacher may do a lot of the talking, but **you** are the main actor in the class. If you are not active, you won't pass.

If all you do is sit in the class quietly and just do the minimum required work in the easiest way, **THEN YOU ARE NOT STUDYING**. The teacher is helping, not doing.

Imagine that you are training for a marathon: if your trainer tells you to run 20 kilometers every day, do you expect the trainer to run while you watch? Is it OK to run 3 kilometers on the day before you see the trainer the next time? Will that be enough to win the marathon? Do you think that marathon runners in training spend a lot of time watching TV, playing video games, going out with friends, or surfing the Internet?

Studying is an **active** venture ***by the student***, who does **most of the work**. The teacher is a **helper**, a **guide**, like a trainer. If you hire a trainer, and then you refuse to train very hard, what will happen? Will you be trained? Will you be ready for the marathon?

Do not think of college as "school." Think of college as a **JOB**. What happens if you don't show up at your job 20% of the time? What happens if you don't try very hard at your job?

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You will **not** do well in college if you do not try hard and plan well.

You will do well in college if you **organize** yourself and **follow rules of self-discipline**.

- Do you have a study schedule which sets specific times for you to study, and do you follow that schedule?
- Do you start working on homework immediately, or do you wait until the last moment?
- Do you have study groups?
- Do you use all resources, including the school library, the learning center, tutors, and conferences with your teacher in appointments during office hours?
- Do you have a system for taking notes and reviewing those notes?
- Do you have a system for quizzing yourself?

If the answer to **ANY** of those questions is "no," then you must add it to your study practices.

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When a teacher gives you an assignment, your job is **NOT** to wait until the evening before the due date and then do the absolute minimum possible according to a limited reading of only the first sentence of the instructions.

When a teacher gives you an assignment, your job is to ***immediately*** read the instructions **fully**, and if you are not 100% clear on their meaning, ask the teacher for clarification; then you must understand **why** you are doing the assignment; then you must do **as much work as is necessary** in order to **fully** complete the task and **achieve the purpose of the assignment**.

The **syllabus** is the set of instructions **for the whole course**. So... *what should you do with the syllabus?*