

Writing 150 (Section 64655): Health & Healing | Spring 2019
MON/WED/FRI 1:00-1:50 PM | GFS 213

Instructor: Muriel Leung (she/her)
Email: murielle@usc.edu

Office: UUC 219-1E
Office Hours: WED, 11 AM-12 PM (& by appointment)

ABOUT THE COURSE

This class aims to dispel the myth of the writing genius who can churn out flawless writing at the snap of a finger. Effective writing comes from a process, which includes invention, planning, drafting, and revision. This process will guide you towards more original arguments that will ultimately lead to stronger and more compelling writing. This course will emphasize practice, which means that every writing assignment will call upon skills forged earlier in the semester. By the final writing assignment, you should feel confident in your accrued skills to take an argumentative stance on an issue, organize ideas around the argument and commit to the critical process of writing and re-writing. Most importantly, this class will demystify the genre of academic writing by teaching students to write towards multiple discourse communities with scholarly engagement and expertise.

Themed “Health and Healing,” this writing course will constantly return to the question: What are our values attached to health and healing? How are our values influenced by our families, cultures or societies? Everyone has a different stake in matters of health and healing. To better understand the social and political issues behind this theme, we must be critically aware of perspectives outside our own worldview. By the end of the semester, we should have a deepened sense of what it means to be healthy and to receive appropriate care.

REQUIRED MATERIALS

- **Laptop** (Please bring this with you to class everyday)*
- **Google Drive** (This is where readings and supplementary material will be shared)
- **BlackBoard** (For reading materials, posting work and responses, reviewing feedback)
- **Notebook and writing utensils**

* If you do not own one, you may borrow one from ITS or talk to me directly if you have difficulty accessing this technology.

GRADING

Writing Project 1	10 %
Writing Project 2	15 %
Writing Project 3	20 %
Final Portfolio (Deadline: FRI, 4/26)	35%
Ancillary Work (Reading and Writing Practice)	15 %
Participation	5 %

WRITING PROJECTS

There are four major writing projects for this class. The first three are 5-7 page essays that will increase in point value as the semester progresses. The final portfolio will consist of a 7-8 page essay

that will be turned in alongside a supplementary assignment. While the first writing project will not require you to turn in a draft ahead of time, the subsequent writing projects will require you to turn in at least one draft prior to the final deadline for conferencing and peer review.

The writing projects are designed to develop your critical reasoning and writing skills over the course of the semester. Each project aims to build off skills exercised in previous writing assignments. By the final writing project, you should put all their acquired skills from the course to practice.

ANCILLARY WORK (READING AND WRITING PRACTICE)

You are expected to complete your assigned readings before the start of class to contribute to our discussions. On occasion, you may be asked to write responses to these readings. Ancillary work will also include thesis statement drafting, drawing up rough planning outlines, and other written material that will further your writing process. To receive full credit for these assignments, you must turn in the assignment by its due date. Ancillary work will be graded on a check plus, check, and check minus system.

LATE ASSIGNMENTS

You are expected to submit your writing projects by their assigned deadline. For every day that a major writing project is late, 1/3 of a letter grade will be deducted from the final grade (i.e. a B+ paper will become a B).

Unfortunately, you cannot make up ancillary work. Late ancillary work will be marked incomplete. In case of emergency or illness, certain exceptions can be made. Please talk to me about this if you find yourself in this situation.

ATTENDANCE AND PARTICIPATION

You are expected to arrive to class on time and with all the materials required of you for the day. You are also expected to also engage in class discussion, complete in-class assignments, collaborate with classmates, and finish your work in a timely manner as part of your participation grade.

Every student is allotted **three unexcused absences**. Any subsequent unexcused absences will impact your participation grade in the course. Any student who misses three or more weeks of class—for any reason—will be required to either drop the class or accept an “F” as a final grade. Regardless of whether your absence would be excused or unexcused, you should always contact me as soon as you know you will miss class.

Students should notify me of any impending absence(s) as soon as possible. They should also take initiative to acquire class notes from their classmates for the classes they missed.

CONFERENCES

For every major writing assignment, we will meet once for a one-on-one conference to discuss your progress on the assignment and guide you to a better paper. Class will be cancelled on the day that conferences are held to accommodate meeting times for everyone in the class. These conferences are an opportunity for you to gain individual feedback on your writing projects, so please come to

each conference on time and fully prepared. Please note that a missed conference will count as one missed absence from the class.

A Google document with available conference times for sign-up will be emailed to you ahead of time. You should sign up for a time as early as possible to secure your slot.

TECHNOLOGY

This is a technology-friendly classroom that will utilize various digital platforms for our class. On occasion, you will be asked to use your laptop in class to write responses, comment on other students' work and take quizzes. Our class meetings will be conducted as writing workshops, highly interactive sessions where we will generate and mark-up various prewriting materials and drafts. These activities will often be conducted on a laptop, but otherwise I ask that laptops and cellphones be stowed away at the beginning of class to allow for best interaction with—and learning from—your classmates' comments and our general discussion.

ACADEMIC INTEGRITY

A plagiarized assignment will receive an “F” and may result in failure of the course. Please read your *Course Book* for more information on what constitutes plagiarism. You may also visit the following USC resource to learn more about what constitutes as plagiarism: <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>

SAFE SPACE

As we all come from diverse backgrounds, the classroom should be a safe space that uplifts the voices of its most vulnerable students. We should be mindful that the classroom will comprise of students from different backgrounds across race, gender, sexuality, class, immigration status, disability and religion. As we will enter academic discussion of social and political issues, we may find ourselves in disagreement with one another. It is fine to engage in passionate debate, but we should always be mindful of how our speech and actions might minimize, generalize, or discriminate against our classmates. Please adhere to the Student Code of Conduct and strive to engage in discourse with good faith and openness. If a student feels uncomfortable at any point, they are welcome to speak with me privately.

This classroom respects everyone's pronouns, gender identity and gender expression. Please defer to your classmate when it comes to such terms regarding their identity.

STUDENT RESOURCES

The Writing Center (<http://dornsife.usc.edu/writingcenter>) is located on the second floor in Taper Hall on campus. The center is open to all students of the university and offers free consultations for any type of writing assignment. You are encouraged to visit the center throughout the semester for any additional guidance on the assignments for this course (or for any other course). To make an appointment, create an account through their online system (<http://mywconline.usc.edu>). Be sure to bring the relevant assignment sheet, your draft, and prepared questions to your session.

Student Counseling Services (SCS). Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. (<https://engemannshc.usc.edu/counseling>)

National Suicide Prevention Lifeline. Provides 24/7 free and confidential emotional support in suicidal crisis or emotional distress. (<http://www.suicidepreventionlifeline.org>)

Relationship and Sexual Violence Prevention Services (RSVP). Provides 24/7 free and confidential therapy services, workshops, and training for situations related to gender-based harm. (<https://engemannshc.usc.edu/rsvp>)

Sexual Assault Resource Center. For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu>

Office of Equity and Diversity (OED)/Title IX Compliance. Works with faculty, staff, visitors, applicants, and students around issues of protected class (<http://equity.usc.edu>)

Bias Assessment Response and Support. Incidents of bias, hate crimes, and microaggressions need to be reported allowing for appropriate investigation and response. (<https://studentaffairs.usc.edu/bias-assessment-response-support/>)

The Office of Disability Services and Programs. Provides certification for students with disabilities and helps arrange relevant accommodations. (<http://dsp.usc.edu>)

Student Support and Advocacy. Assists students and families in resolving complex issues adversely affecting their success as a student such as personal, financial, and academic issues. (<https://studentaffairs.usc.edu/ssa/>)

Diversity at USC. Information on events, programs, and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. (<https://diversity.usc.edu/>)

USC Emergency Information. Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible (<https://emergency.usc.edu/>)

USC Department of Public Safety. (213) 740-4231 (UPC) and (323) 442-1000 (HSC) For 24-hour emergency assistance or to report a crime. Provides overall safety to USC community. (<http://dps.usc.edu/>)