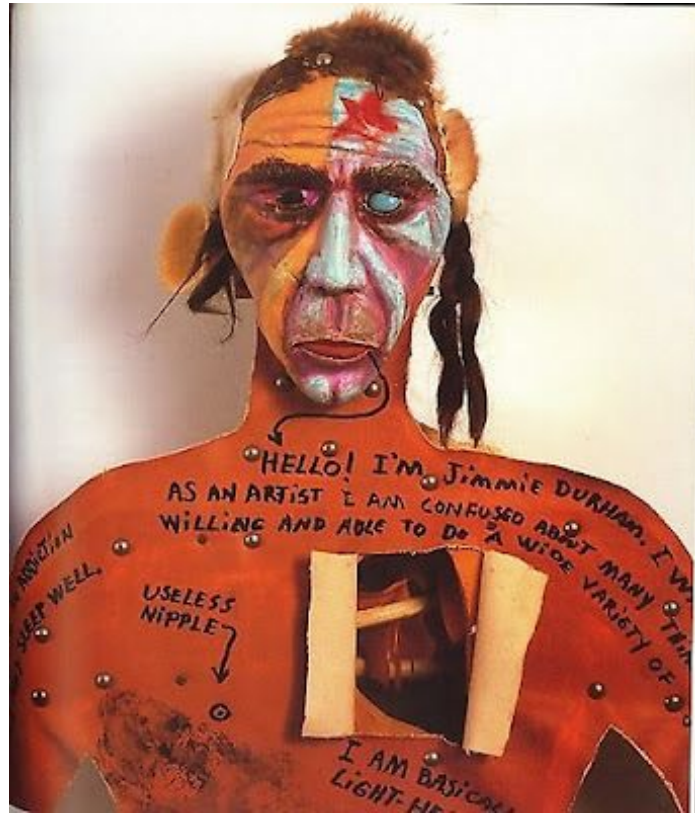


Summer 2020

Writing 340:

Advanced Writing in the Health Sciences



Professor Sarah Mesle, smesle@usc.edu, 773-203-8164

Section 65015: 10:30-12:50 T/TH

COURSE OBJECTIVES (Writing 340 Faculty Handbook, p.3)

At the conclusion of the course, students will be able to:

- produce a diverse range of genres (see below)
- question and contest the status quo
- address distinct audiences: academic, professional, and public
- articulate opinions orally, as a complement to written assignments

Note that this class is directed towards the health sciences but will seek to recognize the student writer as having learning needs beyond the specifics of the discipline. Our focus can evolve as the class progresses, in response to class needs.

SAVED: MAY 21, 2020. If the syllabus is updated, students will be notified.

Course Overview

Week	Writing Project #	Genre	Focus	Form of evidence
Week 1	Diagnostic	Reflection	Practice	From your experience
Week 2-4	Assignment 1	Analytical essay	Invention	Primary/From culture
Week 5-6	Assignment 2	Literature Review	Complexity	From text
Week 7-8	Assignment 3	Researched essay	Support	Secondary/From research
Week 9	Assignment 4	Personal Statement	Style	From any of above
Week 10-11	Portfolio	Final Project	Revision	Multiple

Grading: All elements must be completed to pass course

Diagnostic: 0% Due May 22

Analytic Essay, 6-8 pages: 15%, Due Fri, Jun 12

Literature Review: 15% Due Fri, Jun 26

Researched Essay, 6-9: 20% Due Fri, Jul 10

Personal Statement: 10% Due Fri, Jul 17

Portfolio: 25% Due Aug 6

One EXPANDED paper, 10-12 pages; one CONDENSED paper, 1000 words; one oral presentation

Ancillary/Participation: 10%

Reading Guides as required: 5%

Weekly Plan, Weeks 2-4

Tuesday	Thursday
10:30-10:45: Synchronous Individual or Small Group	10:30-11:00: Synchronous Large Group and/or Individual
10:45-11:45: Synchronous Large Group	11:00-11:25: Small Group/Peer Review
Break	11:30-11:55: Small Group/Peer Review
12:00-12:50: Asynchronous/ Small Group	Break
	12:15-12:45: Small Group/Peer Review

On Thursdays, Students should plan to attend the large group meeting, one small group meeting, and one peer review meeting.

Requirements:

Each student should make a "340 Writing" Google Drive Folder and share the folder with me, giving me full access. Students will also need to upload materials to a collective google drive for each assignment (to be accessed during small group meetings).

Readings will all be available digitally.

ONLINE SUMMER!

Spring 2020 was an emergency; Summer 2020 in an experiment. The spring required weird and sudden adaptations. Summer Session is something we are all undertaking knowing that we are committing to an online experience. The course is “online” but is not the same as traditional online courses, which often have no regular in person community. In choosing to take and teach this class, we are all agreeing to participate in the experiment of making a virtual community for writing to take place.

Thus, while we should commit to acting towards each other with compassion and flexibility, we also need to be responsible for the community we are joining.

In the following, I have tried to outline the specifics of a social constitution for our virtual community. We will revisit the protocols after Unit 1.

All students continuing enrolling in this class should read and sign the class constitution, demonstrating their commitment to the class community.

Communication:

In a classroom, the beginning and end of class are times when questions are often asked and answered. Without the classroom to give us a clear time to communicate, we have to make sure we’re paying attention to other structures.

Professor commitments:

Respond to valid email questions within 24 hours (48 on weekend).

Give at least 24 hours lead-time for sign up sheets (48 on weekend).

Submission portals available at beginning of class (if not; submission deadlines automatically extended five hours).

Student commitments:

Read/Check blackboard regularly for announcements

Ask questions during designated class times; let the professor know if answers aren’t clear

Sign up for small groups/conferences promptly; let professor know within 24 hours if available time slots don’t work

Attendance:

Attendance for this workshop class is required (see syllabus page 7 below).

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If you, due to a problem with technology or time zone, needs to miss a synchronous class meeting, you have 12 hours to submit via your personal google drive folder a make up assignment.

Small group meetings COUNT AS A CLASS. Small groups cannot be rescheduled, so KEEP TRACK OF YOUR SCHEDULE. For small groups, student MUST be prepared with ancillary materials to be discussed.

Absence penalties are as follows: students can miss TWO classes for whatever reason with no penalty. The THIRD non-emergency absence will reduce to a full step reduction to participation grade. The FOURTH and FIFTH absences will result in a further half step reduction to *overall* grade. Students who miss three weeks of class fail the class. Period.

Acceptable reasons for missing a synchronous session: time zone, unavoidable power/wireless problems.

Unacceptable reasons for missing a synchronous session: oversleeping, your job, not wanting to zoom today, etc.

MAKE UP ASSIGNMENT: Students should watch the zoom recording, writing down responses to any questions asked in class and then writing a summative paragraph or two. I'm not interested in busy work, but I want you to demonstrate to me that you've generated your own ideas about the material covered, in dialogue with the class you missed.

Participation:

Even over the strangeness of this digital interface, we're all responsible for being active makers of this community. This involves attentive listening and thoughtful responsiveness — being willing to answer and ask questions, to stay engaged, to help bring out the best in each other's work.

Note that it's not really my job to do the awkward work of telling you if you're not participating appropriately; you're adults and should keep track of yourself. If you're worried if I've been marking you "np," you should 1) ask and 2) fix yourself.

To be counted as "present" you should be sitting up, fully dressed, at a work station.

Things that are totally fine:

Accidental interruptions from pets, siblings, roommates, parents

Occasional technology problems

Things that are will get you marked as "negative participation" in my grade book:

Unnecessary wandering around

Paying attention to other screens

Talking too much OR visibly spacing out

Anything rude or lame, don't be that guy

Late Papers:

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Papers are due at the date assigned. Timeliness is a matter of social trust, but standards of timeliness also vary. Here are my standards.

In general, papers will lose one grade step (from C+ to C) for every 12 hours after the deadline.

Once during the semester, you may contact me to renegotiate a deadline. You must contact me a minimum of 24 hours before the paper due date, and your new deadline will be noted and must be held to. You don't have to have a special reason; I always want to read a better paper if possible.

Paper lateness can be caused by stress; it also causes stress. I'm very familiar with writing anxiety and I am here to help you.

Notes:

A4 and Portfolio deadlines may not be renegotiated.

If you renegotiate a paper deadline, you should expect to get your graded paper back later (and with fewer comments) as well.

Taking advantage of deadline flexibility is not equable to the rest of the class. It puts me in an uncomfortable position when I'm asked to put your personal needs above fairness to the group. Don't be a bummer.

Grading:

The Writ 340 Rubric is uploaded to BlackBoard under "assignments"; specific grading criteria will be discussed for each assignment.

Because this is a writing process class, no paper will be accepted or graded unless I have seen all parts of the prewriting process. **Your most important feedback from me will come BEFORE your final paper is submitted.**

Plagiarism will not be tolerated in any form, and will result, at the very least, in an "F" for the plagiarized essay or assignment. The whole point of taking this class is to get better; you can't do that if you cheat. Don't waste my time or yours. Note the fine but important line between receiving legitimate help from a friend etc. designed to strengthen your language skills, and illegitimate help, which includes someone else redoing entire sentences for you. Please be realistic; you cannot get 'good' grades by asking somebody else to rewrite your paper -- i.e. cheating -- in an Advanced Writing class, even if the ideas and analysis are yours. Papers with language skills that do not gel with what one could reasonably guess your writing skills are will receive Fs, if not get reported for illegitimate help/plagiarism.

In general, I don't see grades as a reflection of your personal worth or certainly not your intelligence. For me the most important questions are always: Did the writer genuinely attempt to say something important? Did I learn something? Do I come away with a sense of why this matters? These are the questions I am most interested in discussing with you.

Students who apply pressure about grades are not appreciated; it is not being socially appropriate either to the professor or the rest of the class.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Recommended First Stop for Non-Emergency Help: Campus Support and Intervention

Help with all kinds of life management. Email scsupport@usc.edu for fastest response; can also leave voicemail at (213) 740-0411 . If you are worried about a classmate, you can fill out this confidential form: https://usc-advocate.symphlicity.com/care_report/index.php/pid863481?

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

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 - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

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 – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://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/>

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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 – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <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, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (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>

Writing 340 Attendance Policy

Attendance and Participation

Attendance Requirements: Good attendance has particular importance to a writing class. Writing is an activity—it's something you do, not just something you can 'catch-up on' at a later date—and to develop as a writer you need to engage in a number of activities and interactions with other writers. To encourage as much participation and practice as possible, Writing 150 is taught primarily in a workshop and conference format rather than in a lecture setting. Consistent attendance is therefore important both to your own progress in Writing 150 and to the effective functioning of the class to which you belong. Absences disrupt not only your own learning experience but also the teamwork and interaction upon which a writing workshop depends. For this reason, excessive absences will affect your grade in two important ways. The direct result of absences is to lower your marks for participation, which counts for 5% of your overall grade. The indirect effect of absences is even greater, however, since absences usually result in weaker papers and often lead to late penalties and missing work. Indeed, if your cumulative absences exceed a total of three weeks or more, it is unlikely that you will be able to derive full benefit from the course. If your absences reach that point you will be required to withdraw from the course and complete it at a future date when you will be able to attend; students failing to withdraw will receive an "F" for the course.

You may be asked to withdraw if you accumulate more than three weeks' worth of absences (six class meetings in TTh and MW sections; nine class meetings in MWF sections). Here is a

description of how some of these direct and indirect consequences of absences may have an effect on class performance:

- Absences totaling less than one week of classes (two absences for TTh and MW sections; three meetings for MWF sections), will undoubtedly incur some of the indirect consequences described above, even if there is no direct penalty for this number of absences.
- Absences totaling more than one week's worth of meetings will result in a direct penalty of up to 5% of the final mark, together with additional indirect effects on that grade.
- Absences totaling more than two weeks' worth of meetings will usually undermine the participation mark and lower the grades given to a number of assignments, thus resulting in a severe reduction in the final grade.
- Except in extreme cases, absences in excess of three weeks' worth of classes will require withdrawal from the course (or will result in an "F" for the course).
- Absence from a scheduled conference is equivalent to absence from class.

If you will miss class to participate in a **university-sponsored activity**, you are responsible for informing your instructor *in writing* at least one week before the impending absence. Notification should include the name and phone number of the sponsoring university agency and/or representative. At your instructor's discretion, you may be required to submit in advance work scheduled for submission on the day of your absence.

If a **medical or personal** emergency or the **observance of a religious holiday** causes you to miss class, you are responsible for notifying your instructor in advance and for arranging to make up any work you will miss. When emergency conditions preclude advanced notification, you should contact your instructor or leave a message as soon as reasonably possible. Phone messages may be left with the Writing Program receptionist at 213-740-1980; voicemail may be left at this number after business hours. In addition, you can e-mail your instructor through BlackBoard.

Because even notified or "excused" absences interfere with your learning, you are responsible for ensuring that your total number of absences does not exceed the threshold figures described previously. Do not allow frivolous or unnecessary absences to place you in a situation in which additional unforeseen absences might jeopardize your grade or require you to withdraw from the class.

Attendance and University Withdrawal Policies There will be important dates you should be aware of if you find yourself struggling with your attendance for any reason (including ailments, university activities, or personal concerns). While the specific dates will change each semester, students should understand that semesters are divided into four periods: Weeks 1-3, Weeks 4-7, Weeks 8-12, and Weeks 13-on. Below are the outcomes a student might expect in connection to attendance (without regard to the quality of any completed work):

During the first three weeks, students may withdraw from a class without a "W" on their transcripts. During weeks 4-7, if students withdraw from class, they will not receive an automatic grade of "W" for the course, but there will be some tuition fees associated with such a withdrawal. If a student withdraws from a class within Weeks 8-12, a "W" will appear on the student's

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transcript. The withdrawal, however, does not affect the student's cumulative GPA. If a student, however, does not drop the course, but also does not *substantially participate* (in all of the ways described above) throughout the term up to and including the 12th week, the instructor marks the student's grade as a "UW" (unofficial withdrawal). Unlike an official withdrawal, a "UW" is calculated into a student's GPA, and carries a value of 0.0.

Students are not permitted to withdraw from a course after Week 12; however if a student faces a sudden health or family emergency the student may ask for an incomplete ("IN") in the course. Incompletes are solely reserved for students whose work had been up to date prior to the emergency and for situations in which the student submits adequate documentation to support the claim. Students must discuss the option of an "IN" grade with the course instructor who must then fill out and sign a contract specifying the work remaining and a timetable for its completion (a maximum of one year). If the student does not complete the course within a year, the grade turns into an "IX," which is the equivalent of an "F" in terms of the student's GPA.

Your instructor's course outline will explain how these penalties will be assessed in your section, but the basic message is simple: you should not miss a class or a conference for any reason other than a medical or personal emergency.

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