Writing in the Primary Genre

With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course.

**Student:** Jane Doe

**Faculty Member:** Mr. Chips **Course Number:** WRT542 **Semester and Year:** Fall 2005 **Credit Hours:** 4

**Subtitle for Course:** Subtitle suggests the specific student-centered focus and is unique for each course and student

**Course Description:** An overview statement describes course contents and philosophy (100-500 words suggested)

**Requirements:** List specific requirements for completion of the course

Use this section to describe the writing assignments for the course, but you may also use this section to further elaborate the scope of the course or the work to be done. For example, you might address the following issues:

* What are the nature and amount of work to be produced for this course (such as papers, stories, poems, articles, essays, interviews, annotated bibliographies, journals, reviews, etc.)? ***For this course, you may choose to do some exploratory writing in your primary genre, but if you already know what your thesis project is going to be you should use this course to get started, at least, on that project. Output for this course may vary by genre, but should be an appropriate amount of work for a graduate-level course. Typical output may be 3 stories or 3 chapters plus response papers; 2 stories with extensive revisions plus journaling; 12 poems with revisions and responses or journaling; three essays plus short response papers; etc. These are only examples and are not intended as expectations.***
* Will written exercises be part of this course aside from the writing assignments listed above?
* How will the reading and writing assignments work together for this course?
* What is the schedule of interactions, including all due dates, deadlines, and/or appointments?

**Reading list** (if appropriate):

Your reading list for this course should supplement and support your writing activity. At least 5 books (or the equivalent in shorter texts) in your genre are recommended. The reading list should be woven into the course with appropriate discussion or writing assignments.

# Interactions:

* Specify the schedule of interactions to take place between faculty and student for this course.
* Specify the mode(s) of interaction between faculty and student for this course.

# Learning Outcomes:

The instructor must list 3-6 learning outcomes for the course. Outcomes should be skills that the student will have obtained by the end of the course and should be the direct result of the goals and objectives of the course. See sample syllabi on the MFA web site for examples.

# Evaluation:

What will be evaluated and how will the evaluation take place? (For example, will the faculty member see drafts for evaluation? Is the process of work being evaluated along with the product? Will assignments be graded, or will there be a final grade only?) How will final grade be determined? ***Note: it is not sufficient for the mentor to say simply “The instructor will assign a final grade base on quality.” The syllabus should specify how the final grade will be determined.***

***Sample (for demonstration only—not all syllabi are expected to use this method)***

Final grade will be determine by:

|  |  |
| --- | --- |
| 25% | On-time completion of all assignments |
| 25% | Submission of writing at the graduate level (clean copy, professionally formatted and presented) |
| 25% | Quality of engagement in editing and revision; willingness to make changes based on suggestions |
| 25% | Average grade of all assignments |

# Plagiarism

Plagiarism and other forms of academic dishonesty are serious academic offenses and will be treated as such in this course. Please familiarize yourself with the university’s policy on plagiarism in your academic catalogue and/or student handbook. Plagiarism is the use of another writer’s words or ideas without acknowledgment of their source. The penalty for plagiarism will be course failure and will be reported to the appropriate Dean(s) and other university officials.

# Department of Writing, Linguistics, and Creative Process Policy on Academic Honesty

The Department of Writing, Linguistics, and Creative Process follows the University guidelines regarding academic honesty and issues of plagiarism, which are available in the catalog on the University website at [https://www.wcsu.e](http://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/)d[u/catalogs/undergr](http://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/)a[duate/academic-services-proce](http://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/)dures/[.](http://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/)

In the specific context of writing, we highlight some particular problems with plagiarism. Plagiarism violations include:

* Submitting material that is not one’s own.
* Using material—words and/or ideas—directly from a source without proper citation and attribution.
* Submitting a project written for one course, past or present, as new material in another course without the explicit permission of the instructor.

In accordance with University policy, plagiarism on an assignment may be grounds for failing the course and the filing of an Academic Dishonesty Report, which will escalate the situation to higher administrative decisions.

We encourage students to speak with us openly and honestly regarding any questions surrounding academic honesty and plagiarism.

# Accommodations

Any student who needs accommodations of any kind to complete this course may make arrangement through AccessAbility Services, [http://www.wcsu.edu/accessability/,](http://www.wcsu.edu/accessability/) (203) 837-8225.