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## Syllabus: SCAC WRT 101

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Course Information	
Course Prefix/Number: SCAC WRT 101	Credit Hours: 3.0
Semester: Fall 2019	Course Title: Writing I
Class Days/Times: <b>Online</b>	Room: <b>Online</b>

Instructor Information:	
Name: Gerry Himmelreich	Phone/Voice Mail: 505.406.6032 (personal cell phone; call or text). If leaving a voice message, please be sure to let me know your name, contact number, a brief reason you are calling, and best times to contact you. If texting, please be sure to let me know your name and reason for the text. I'll respond as soon as I am able. E-mail: ghimmelreich@tocc.edu Office location: N/A Office hours: TBA

Course Description:
<p>This course provides the opportunity for students to become productive and confident writers. It focuses on "academic writing", a broad category of writing that includes writing done in college, as well as writing done in other situations outside of college where a writer needs to analyze and present information in an informed, educated manner.</p> <p>Demonstrating <i>intertextuality</i>—integrating material from other sources, analyzing their significance, making connections, drawing conclusions, etc.—is a major outcome of the course. In short, the essays students write should engage in a meaningful <i>conversation</i>, interacting in depth with outside sources.</p> <p>Writing essays will occupy much of your time in this class. In order to help you write more effectively in such situations, this class provides you with a review of writing skills and strategies, and practice in the writing process: thinking, planning, researching, drafting, workshopping, and revising your work.</p>

## Course Objectives:

### During this course students will:

- A) Write 3 Major Unit Essays: These are documented essays, around 3 or 4-5 pages (750 or 1000 - 1250 words) in length, in which you discuss and analyze a theme that emerges from our readings. At least one revision will be required for the essays. **Submission** of first drafts of the essays are worth **20 points** (with a preliminary “grade” indicating the stage of the paper in the writing process (see essay descriptions for details). Final drafts of the essays will be scored on a 0 – 100 point basis.
- B) Engage in Discussions: Informal summaries of and responses to the readings; generating ideas for essay writing; etc.
- C) Participate in Peer Review Workshops: Here you will give and receive constructive feedback on your essays and those of your fellow students (in groups of three) using a set of guiding questions.
- D) Complete Miscellaneous Assignments: topic proposals; thesis development; annotated bibliography; MLA formatting; other homework as assigned.
- E) Write a Final Reflection on your writing process at the end of the semester.

## Student Learning Outcomes (SLOs)

### After completion of the course students will be able to:

1. Establish **PURPOSE** in academic essays and other documents.
  - A. Analyze and determine purpose in relation to the rhetorical situation (writing context, topic, and audience).
  - B. Generate academic essays and other texts that develop a central thesis (a statement of purpose).
  - C. Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing.
  - D. Use writing for a variety of purposes such as informing, analyzing, and persuading. [CT/EC]
  - E. Provide appropriate support (evidence and examples) from appropriate sources to accomplish the purpose of the writing.
  - F. Identify and use appropriate style and voice to achieve purpose in writing.
2. Demonstrate **CRITICAL THINKING**.
  - A. Read critically to analyze purpose, main ideas, support, audience, and organizational strategies.
  - B. Evaluate the currency, relevance, reliability, and appropriateness of texts and other media.

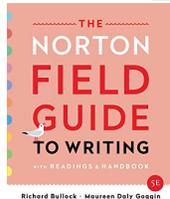
- C. Generate essays and other texts that demonstrate critical reading of sources and critical analysis of a topic.
  - D. Support claims with effective reasoning and appropriate sources (print and other media). Collaborate with others to discuss, generate and analyze ideas.
  - E. Interact effectively with different views and interpretations of a subject.
3. Demonstrate **INTERTEXTUALITY** in writing.
- A. Use information from sources for a specific purpose: i.e., to provide background information, support an idea, illustrate an alternative view, etc.
  - B. Demonstrate the ability to analyze sources, make connections, draw conclusions, and interact in depth with diverse ideas presented in a variety of sources.
  - C. Incorporate information from sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing.
  - D. Document ideas from sources using MLA (in-text citation and works cited list).
  - E. Research appropriate sources to develop and support academic essays and other texts.
4. Write appropriately for academic and other **AUDIENCES**.
- A. Analyze different writing contexts and the needs of different audiences as part of the writing process.
  - B. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of audiences.
  - C. Use an appropriate genre and format for the purpose and audience.
  - D. Write with appropriate style and voice for the rhetorical situation.
  - E. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose.
  - F. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication.

### Course Structure:

Go to **Weekly Modules** in our Canvas course for detailed assignments/due dates. Also see note in “Course Outline” below.

### Texts and Materials:

One text is **required** in this course:



Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg, eds. *The Norton Field Guide to Writing with Readings and Handbook*. 5th ed. New York: W.W. Norton and Company, 2019. Print. ISBN 978-0393655803

### **Evaluation/Grading & Assignments:**

Grades might be different in this class from what you are used to. This course uses both points-based assignments and credit-based assignments.

**Points-based assignments:** First, there is an objective component made up of assignments that a student must complete to earn "points". Discussion posts/responses and weekly writing assignments will receive points.

These point-based assignments will have deadlines set throughout the semester. On-time submission of points-based assignments allows the opportunity to earn full credit on an assignment. It is possible for an on-time assignment to earn less than full credit if components are missing and/or not fully completed. Late points-based assignments will be reduced according to the Late Work Policy in the syllabus.

**Credit-based assignments:** These assignments are rooted in the writing process (pre-writing, research, drafting, revision, etc). The 3 major essays are credit-based. This means you aren't given a grade until the essay has gone through all steps of the process.

Because writing is a process, and because students must use ALL steps of the writing process to develop an academic argument essay, all credit-based assignments must be submitted in order to complete the course.

Credit-based assignments will receive feedback, which will allow you to move on to the next "step" in the process. At the end of the semester, credit-based assignments will be converted to points as part of the final grade.

**Final Grades:** Trying your best and giving 100% "A" effort is an expectation you likely strive for in everything you do, and I will honor that by expecting the same for you. As a result, final "letter" grades (A, B, C, D, F) will need to be factored in other ways. The first factor utilized relates to the points a student earns. The second factor for grading involves a more subjective component on writing quality. Writing quality is what separates prize-winning materials from published works from those pieces that never make it past the submission pile.

In short, this means a student must earn both a C-level number of points and achieve a C-level quality of writing to pass the class.

Each assignment helps you build important skills throughout the semester, so it's important to do all of them. Your final grade is broken down according to the final categories and weight:

Category	Weight
<u>Formal Essays</u>	<u>60%</u>
Narrative	15%
Textual Analysis	20%
Argumentation	25%
<u>Discussions, Assignments, and other Work</u>	40%

If at any time you have questions about your grade or are concerned about the quality of your work, please contact me. You can also check your updated grade on Canvas.

Be sure to back up all work. Save frequently. Save in multiple places (hard drive, flash drive, Cloud, etc) and ALWAYS email a copy of your assignments to yourself. It is the student's responsibility to have and maintain a computer and reliable Internet access.

Lack of Internet access, slow connections, Internet outages, power outages, computer failure, virus infection, lost/stolen/forgotten computers and/or flash drives, etc are NOT valid excuses for failing to submit work on time. Plan ahead and have multiple options available at a moment's notice.

All deadlines are provided in advance for students to plan ahead in submitting assignments on time. To avoid missing a deadline, use your calendar accordingly and consider submitting work early.

Passing the course will require on-time submission of ALL assignments. Any requests for extensions will need to be in writing and the explanation will need to be documented with sufficient evidence. While the requester will determine what documentation to provide, the instructor will evaluate whether it is sufficient to confirm the explanation and approve a request. The instructor reserves the right to request additional documentation as necessary.

Make-up work is NOT provided; do what's assigned on time and you won't need to worry about making anything up. Extra credit is given in the form of high-fives.

**Apache Cultural Component:** San Carlos Apache College is in the process of developing culturally relevant curriculum and coursework in Apache history, culture, and language. Student and community feedback will guide this process. All SCAC instructors will find ways to incorporate culturally relevant topics and materials into their courses as appropriate.

**Policies and expectations- minimally** address attendance, participation, tardiness, academic integrity/plagiarism, absences, missed homework or exams, late assignments, student behavior, official ADA statement, and any other policies you have for your course.

### **Participation and Attendance Policy**

#### **Online Attendance**

As an online course, attendance is unique. In a face-to-face course, you go to class on a regular basis with direct contact with your instructor and other students. Since this online course does not have a regularly scheduled meeting time, one requires a **special self-discipline** in order to be successful.

This course allows us to engage course content from anywhere we have access to **reliable computers and Internet**. Because of this, physical attendance can occur most anywhere (College, work, home, public library, etc). As a result, attendance is less a measure of physical presence, and more a virtual presence. For this course, attendance means both logging on to our Canvas course and actively completing assignments on time.

I expect each of you to be checking our online classroom, discussion board, and e-mail on a daily basis. All updates will be made online and communicated via e-mail.

Help yourself be successful by setting aside dedicated time, such as a scheduled time-slot, each day to complete coursework. I encourage you to set up a regular schedule in which you are at a computer working on this course at least 10 - 15 hours a week. The College provides students with access to computers and Internet during the hours/days they are open. If you choose, for whatever reason (time conflicts, other commitments, personal choice, etc), to "attend" at other times/locations more convenient to your unique, personal situations, that is acceptable. However, the attendance expectation is the same (log on daily and actively complete assignments on time).

Your essay writing may require more time. Communicate regularly with me via email or phone. Stay in touch (online!) with other students in the course.

In addition, in order to do well in this class, you need to do the following:

- read carefully **all** materials and links posted in the weekly modules.
- complete all reading and writing assignments and discussions on time. Points will be deducted for late work.
- participate in class discussions, activities, and assignments.
- apply what you learn in class to your own writing.
- follow instructions, guidelines and advice for completing assignments.
- revise your work thoroughly.

In the event a student plans to be away from the computer and/or Internet for more than a couple days due to illness, vacations, appointments, ceremonies, etc, all assignments due during that time **MUST** be submitted prior to the absence. In the event of an unexpected absence, any discussion posts or essay assignments due must be submitted within 48 hours of the deadline time.

Ultimately, not logging on to an online class is equivalent to non-attendance in a face-to-face course. This can result in an instructor drop or failing grade.

Sometimes problems arise that could affect your performance in this class. **Please contact me promptly if:**

- you are confused about the requirements of an assignment.
- you have writer's block or are not sure how to complete an assignment or how to revise your work.
- you are having technical problems.
- you cannot complete an assignment on time because of an unexpected event or problem.

If you fall behind in the course, I will expect us to have a conversation in order to figure out how you might catch up or deal with any specific issues.

### **Required Technology and Software**

Because this is an online class, **computer literacy and daily, reliable access to the internet is required**: word processing skills (in MS WORD) are necessary; ability to navigate the Internet and familiarity with the **Canvas** learning management system (lms) are necessary in order to submit written assignments, to take exams, to participate in online discussions, and to read handouts and internet links. All of your assignments will be typed and uploaded to Canvas. Please see the online learning information and tutorial folder on our Canvas site for additional information about online courses. Chrome, Firefox, and Safari work best as web browsers for using Canvas.

### **Accessibility Policies for all Technology Tools Used**

Canvas: <https://www.canvaslms.com/accessibility>

Firefox: [http://website-archive.mozilla.org/www.mozilla.org/firefox\\_vpat/firefox-vpat-3.html](http://website-archive.mozilla.org/www.mozilla.org/firefox_vpat/firefox-vpat-3.html)

YouTube: <https://support.google.com/youtube/answer/189278?hl=en>

### **Other Classroom Policies and Expectations**

#### **Cell Phone Policy**

Envision your classes as sacred spaces/times to learn. Would you make/take a call or text, post to Facebook, Twitter, or other social media sites during a ceremony? I wouldn't.

In an online course, use of a cell phone will affect us less. That is, none of us will be distracted by the calls another person receives. However, we can distract our selves. I would still encourage you to carve out some sacred time for focusing on course content and for completing course assignments. This means setting your phone to vibrate or turning it off during your sacred work time. In addition, consider staying off FaceBook and other social media sites and refrain from checking email or mindlessly surfing the web during your sacred time. Many studies show how ineffective multitasking really is. You will spend much less time completing course work if you set aside sacred work time and honor it.

**Format of Written Work and File Submission**– I require that all work be typed in Calibri 12 point font and conform to MLA formatting standards. I will not accept assignments that do not comply with MLA formatting guidelines. Also, **save** all of your documents as either **Microsoft Word.doc or Word.docx**

If your computer does not have Microsoft Office, you can download a free, compatible, open source word processing software at [Openoffice.org](http://Openoffice.org).

**Assignment Deadlines, Incompletes, and Late Work –**

If you are not able to submit an assignment by the day/time on which it is due, you must arrange to submit your work BEFORE hand. Submitting your work beforehand will not affect your final grade for an assignment. I consider anything late that is posted after the exact time indicated on the assignment. Also, incomplete assignments are not acceptable.

Late Discussion Posts/Responses/Writing Assignments: Opportunity for 75% credit if submitted within 24 hours of the due date; opportunity for 50% credit if submitted within 48 hours of the due date. After 48 hours, missing discussions, responses, and writing assignments will earn ZERO.

Late Final papers: Zero credit. Not accepted due to end-of-semester deadlines.

**Weekly Discussions and Peer Reviews**

Participating on our discussion board and during peer reviews is a major part of the course. Failure to participate in online discussion and peer reviews will seriously compromise your grade in this course. We will have 3 major peer reviews throughout the semester and discussions on a weekly basis. Be prepared to share your ideas and respond to classmates on a **weekly basis**.

**Online Behavior**

Like any face-to-face class, I expect you to respect your peers, your instructor, and yourselves by engaging in professional, polite, and informed discussions. That is, I expect you to have prepared your thoughts and ideas about course concepts and to offer your ideas, concerns, and/or criticisms of course concepts in an adult manner. We have the responsibility as participants in this class to listen and speak to each other carefully, honestly, and respectfully. We also have the extreme privilege to be able to question each

other's ideas and help each other grow in a safe, professional environment. As such, feel free to speak your mind as long as you do so in a way that is not devaluing or demeaning to other students, yourself, and the instructor. I have never had a problem with decorum or communication in any of my online classes and anticipate the same level of professionalism this semester.

### **Plagiarism and Academic Dishonesty**

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own.

Plagiarism is the act of using another person's or group's words, ideas, or data as one's own. To avoid plagiarizing, a student must give credit through, citations, footnotes, or proper quotation structure when he/she uses the following:

- Another person's idea, opinion, or theory
- Any pieces of information that are not common knowledge such as facts, statistics, graphs or drawings
- Quotations and/or paraphrases of another person's actual spoken or written words, including lectures, classroom discussions, and handouts
- Another person's data, solutions, or calculations without permission and/or proper citation of the source

Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or suspension; expulsion; and recording the decision in the student's academic record. The choices of penalties are the decision of the instructor.

Ignorance of plagiarism is not a legitimate defense against a charge of plagiarism. It is the student's responsibility to know what constitutes plagiarism. Any questions about what constitutes plagiarism should be discussed with your instructor.

### **Instructor Response Time**

On most daily/weekly assignments and correspondence I try to respond to you during the week within 24 to 48 hours. If a question is asked (or something is submitted) on a Friday, it may take me 72 hours to respond. Providing feedback on essay submissions may take up to a week. Scores and grades are entered automatically in the "Grades" menu in Canvas.

### **Course Time Commitment**

As stated above, I would recommend planning at least 10 - 15 hours a week devoted to this

course. Your essay writing may require more time. Communicate regularly with me via email or phone.

**College Expectations**

Please be advised that all students, including dual credit students, are subject to the same policies and standards regarding attendance, submission of late work, participation, conduct, and academic honesty as outlined in this syllabus. By enrolling in this course, students understand that mature subject matter may be covered and that course content may be intellectually and emotionally challenging.

In complying with FERPA, I cannot and will not discuss any matters regarding any student's performance or standing in this class with friends, parents or family members. All students are encouraged to contact me whenever they have questions or concerns about this class.

**Course Outline:**

This course is organized into three units:

- a) Narratives: Memoirs and Literacy Stories
- b) Textual Analysis
- c) Argumentation (or taking a stand)

Each week in the semester constitutes a Canvas "module".

Go to the course home page in Canvas for details.

**DISCLAIMER:** Not every situation or question can be anticipated by the policies contained in this syllabus. The instructor, in consultation with relevant College personnel, reserves the right to develop/articulate policies throughout the semester as situations/questions arise. If you have a question/situation not covered within this syllabus, please email the instructor for clarification.