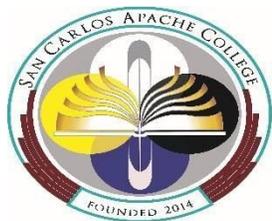


Course Syllabus



Syllabus: WRT 101: Writing I

Course Information

Course Title: Writing I
Course Prefix/Number: WRT 101
Semester: SPRING 2021
Class Days/Times: ONLINE (sections 6 & 7)
Credit Hours: 3

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 **leave 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

Principles and practices of writing. Includes writing college-level essays, review of basic writing skills, and written works. Also includes narrative/descriptive, expository, and persuasive writing. May be offered in modules.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Student Learning Outcomes

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).
 - e. Collaborate with others to discuss, generate and analyze ideas.
 - f. 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.

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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

This course is structured according to Weekly Modules. Weekly Modules in our Canvas course contain detailed overviews, supplemental readings, discussion links, assignments, due dates, etc.

In order to best learn the material, students will complete each module in order. Prior week's modules must be completed before the next module will be accessible (Week 1 must be finished before students can move on to Week 2, etc).

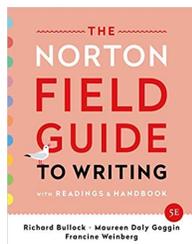
Resources contained in these weekly modules will help students:

- A) Acquire familiarity with the fundamentals of college-level writing.
- B) Complete smaller Essay Writing Assignments: topic proposals; prewriting exercises; thesis development; annotated bibliography; MLA formatting; peer review workshops; and other homework as assigned.
- C) Engage in Online Class Discussions: Informal summaries of and responses to the readings; generating ideas for essay writing; etc.
- D) Write 1 Major Research Essay: This is a documented essay, of 4-5 pages (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 essay. The first, rough draft of the essay is scored as credit/no credit and is given feedback to guide students through the revision process. Final draft of the essay will be assigned a letter grade using a 0–100 point basis.
- E) Write a Final Reflection on your writing process at the end of the semester.

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Course Learning Materials and Textbook Information

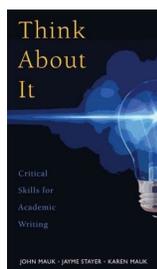
REQUIRED: One text is required in this course.



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

RECOMMENDED: In addition, instructor will provide supplementary readings and exercises from the following text.



Mauk, John, Jayme Stayer, and Karen Mauk, eds. *Think About It: Critical Skills for Academic Writing*. Boston: Wadsworth, Cengage Learning, 2014. Print.

ISBN: 978-1285072524

Courses Outline and Important Dates

Each week in the semester constitutes a Canvas module. Unless otherwise stated in the course schedule accessible on Canvas, assignments within modules will have due dates on Wednesdays and Fridays each week. New modules will be available on Friday afternoons for students who wish to work ahead.

Please visit the course home page in Canvas for a more detailed course schedule of content, assignments, and due dates.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Evaluations and Grading & Assignments:

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

Your grade will be determined by the following:

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. 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 build important skills throughout the semester, so it's important to do all of them. Final grades are calculated according to the following categories and weights:

Self-check quizzes, online discussions, and other writing assignments	40%
Final Draft: research-based, argument essay	50%
Writing process reflection	10%

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 feedback and updated grades 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.

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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

Attendance Policy:

In 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, completion 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. 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 regularly **and** actively **completing assignments on time**.

I expect each of you to check our online classroom, discussion board, and email a minimum of two times per week. All updates will be made online and communicated via email. Help yourself be successful by setting aside dedicated time, such as a scheduled time-slot, to complete coursework. I encourage you to set up a regular schedule in which you are working on this course approximately 15 hours a week.

If you choose, for whatever reason (time conflicts, other commitments, personal choice, etc), to "attend" at times/locations more convenient to your unique, personal situations, that is acceptable. However, the attendance expectation is the same (log on regularly and actively complete assignments on time).

That said, please reach out if you have questions about accessibility, and/or available resources. Essay writing requires focused and dedicated time. Communicate regularly with me via email, text, 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 may be deducted for late work.
- participate in class discussions, activities, self-check quizzes, and assignments.
- apply what you learn in class to your own writing.

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- 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 (“W”) or failing grade (“Y”). Sometimes problems arise that affect performance. 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, expect a check in from me to discuss options.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

According to the Academic Integrity and Plagiarism Policy indicated in the Student Handbook:

“Honesty and integrity are important attributes for a student’s personal and academic development. Academic dishonesty occurs when a student fails to live up to this standard. Generally speaking, academic dishonesty includes cheating (i.e. copying a student’s work or allowing a student to copy one’s work, unauthorized use of devices such as calculators, taking an exam in another student’s place, etc.), plagiarism (i.e. using the words or ideas of another person without proper acknowledgement or citation), and fabrication (i.e. altering an exam after it has been graded, or providing false information to excuse late work, etc.). Students are responsible for ensuring that the work they submit for their courses is their own work and that outside sources are acknowledged and appropriately credited. Depending on the severity of the

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violation of the academic honesty policy, instructors may impose a range of penalties including a request for the assignment to be resubmitted, a reduction in the assignment or course grade, failure for the course, and in severe instances a student may be suspended or expelled from the College.”

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email, or via the electronic system of Canvas.

Incomplete Policy:

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstances that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a “C” grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals:

Students are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in a withdrawal and a “W” or “Y” will be recorded. Students may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent or have been absent, please notify the instructor as soon as possible.

For this online course, students who do not log in for two consecutive weeks (or a total of four weeks over the semester), or fail to submit any assignments/take any quizzes by the 45th day census report, due on **MARCH 4, 2021**, are assumed NOT to be participating in the class and may be withdrawn at the faculty member’s discretion.

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Student Withdrawals:

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by **MARCH 29, 2021**, if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

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), 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 access 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

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

Equal Access Statement/Disability Accommodations:

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

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Title IX:

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment:

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

Other Course Policies and Expectations

Assignment Deadlines, Incompletes, and Late Work:

If you are not able to submit an assignment by the day/time on which it is due, please communicate with me and/or submit your work BEFORE the due date.

Because prior week's modules must be completed before the next module will be accessible (Week 1 must be finished before students can move on to Week 2, etc), it is important to stay on top of work and submit assignments on time. Late assignments are those submitted after the time indicated on the assignment.

Late Quizzes/Discussion Posts/Responses/Writing Assignments: Opportunity for full credit if submitted within 24 hours of the due date; 75% credit if submitted within 72 hours of the due date. After 72 hours, assignments can be submitted up to one week late for 50% credit.

Late Final papers: Zero credit. Due to end-of-semester deadlines, late final papers are not accepted.

Discussions: Participating on our discussion board is a major part of the course. Failure to participate in online discussions will seriously compromise your grade in this course. Be prepared to share your ideas and respond to classmates on these discussion threads.

Incomplete assignments are not acceptable. Better to submit an assignment late yet complete!

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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 .docx

If your computer does not have Microsoft Office, you can download a free, compatible, open source word processing software at Openoffice.org.

Google docs also allows for saving files as a Word compatible document.

Online Behavior:

Like any face-to-face class, the expectation is respect of 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.

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. Students creating disturbances that interfere with the conduct of the class or the learning of others will be dropped from the course. Student behavior is also detailed in the student handbook under Student Code of Conduct Violations. 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.

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 additional policies as situations/questions arise. If you have a question or situation not covered within this syllabus, please email the instructor for clarification.

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