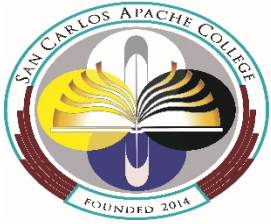


Syllabus: SCAC WRT 102



Course Information

Course Title: Writing II

Semester: Spring 2021

Course Prefix/Number: WRT 1025

Class Days/Times: Online

Credit Hours: 3.0

Instructor Information

Name: Robert Meyer

Phone/Voice Mail: It is best to contact me via e-mail to arrange a time to speak on the phone; leave a call-back number and I will call you ASAP.

E-mail: Canvas email or rmeyer@tocc.edu

Office location: n/a

Office hours: TBA

Course Description

This course is designed to further provide the opportunity for students to become independent, productive and confident writers. The course focuses on reading literature and stresses persuasive writing about literature (primarily short fiction). We will look at both the literary elements and the cultural content to interpret meaning. Writing in this course will analyze and present information in an informed, educated manner. The course also emphasizes the research process, and student will be required to write a documented research paper. Demonstrating "intertextuality" is a major outcome of the course. Here your essays and research paper integrate material from other sources, analyze their significance, make connections, draw conclusions; in short, your writing should engage in a meaningful "conversation", interact in depth with outside sources. We will continue with practice in the writing process, which includes planning, researching, drafting, workshoping, and revising your work. Writing, reading, and discussion topics will frequently deal with Apache history and

culture.

SCAC Catalogue Description:

Continuation of WRT 101. Includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. Also includes writing a research paper.

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.
 - 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 Objectives:

During this course students will:

- A) Write 2 Major Unit Essays: These are documented essays, around four to five 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 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) Write a 4 – 7 page (1000 -1750 word) research paper with a minimum of 5 – 6 sources, on a focused topic within the general theme(s) outlined in the course, using the MLA style of format for documentation. **Submission** of first draft of the paper is 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 paper will be scored on a 0 – 100 point basis.
- C) Engage in Discussions: Informal writing about readings with responses to the readings; generating ideas for essay writing
- D) 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).
- E) Complete Miscellaneous Assignments: topic proposals; thesis development; annotated bibliography; MLA formatting; other homework
- F) Write a Final Reflection on your writing process at the end of the semester.

Course Structure:

Go to **Weekly Modules** for course details in Canvas.

Readings for Indigenous Voices:

Week One: Watt and Kaywaykla

Week Two: Tapahonso and Momaday

Week Three: Alexie and Erdrich

Week Four: Silko

Readings for Other Voices:

Week Five: Kincaid and Tan

Week Six: Walker and Wright

Week Seven: Carver and Hemingway

Week Eight: Forche

Research Paper: Weeks Nine to Thirteen

Revision of Papers: Weeks Fourteen and Fifteen

Course Learning Materials and Textbook Information

No textbook required. Readings and materials will be supplied by the instructor.

Course Outline and Important Dates

See Canvas Modules for details

Evaluations and Grading & Assignments:

Grades might be different in this class from what you are used to. You may receive grades on daily homework that is not intended to be revised, but you might not receive a grade on some papers while they are being revised. This is intended to help you focus on the writing process. 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>55%</u>
Unit 1 Essay	15%
Unit 2 Essay	15%
Research Paper	25%
<u>Discussions,</u> <u>Assignments, and</u> <u>other Work</u>	45%

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

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.

Participation and Attendance Policy

Online Attendance

Since this is an online course that does not have a regularly scheduled meeting time, I expect each of you to be checking our online classroom, discussion board, and e-mail on a daily basis. All important updates will be made online and communicated via e-mail. In a face-to-face course, you go to class on a regular basis with direct contact with your instructor and other students. An online course like this one requires a special self-discipline in order to be successful. So, set up a regular schedule in which you are at that computer working on this course. I would recommend planning at least 10 - 15 hours a week devoted to this course. 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.

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 to have a conversation with you 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 servers for 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

Chrome: <https://chrome.google.com/webstore/category/ext/22-accessibility>

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

Other Classroom Policies and Expectations

Format of Written Work and File Submission—All work should 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 clone at 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.

Weekly Discussions – Participating in our discussions 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 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

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

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

Instructor Response Time

On most assignments and correspondence I try to respond to you within 24 to 48 hours. Responding to 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 and research 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.

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 circumstance 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 who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

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 [withdrawal deadline date found in Academic Calendar on SCAC website] 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.

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.

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.

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.