



Syllabus: **WRT 101: Writing I**

Course Information

Course Title: Writing I

Course Prefix/Number: ONLINE with Zoom

Semester: SUMMER 2023 (May 30 – July 25)

Class Days/Times: M, T, W, Th (5:30—6:45) ONLINE via Zoom

Credit Hours: 3

Instructor Information

Name: Heather Bice Bossé

Phone/Voice Mail: (520) 548-2822 (call or text)

E-mail: hbosse@tocc.edu

Office Hours: Email to schedule appointment via phone or Zoom. I am also available to meet on campus.

Welcome!

Why do we write?

We write to discover ourselves. We write to be seen and understood by others. We write to know and understand ourselves.

What if we could distill humanity to its most basic essence? **One great conversation.** What do you want to say? What can you add to this great dialogue? In this great tapestry of humanity, what threads can you weave? How can you leave your mark? How will we know you were here?

Hey you, I see you there. I believe in you. I cannot wait to hear your voice. I cannot wait for you to lead me on this journey of discovery of voice and thoughts and ideas. I am leading this class but I am also following the paths that you lay before us. Where will your words take us? Where will they take you?

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My goal is to serve as your guide in the journey of self-discovery. We are all writers—no, we are all **great** writers—if we can allow ourselves to exist in a vulnerable, exploratory state. My ultimate goal as an instructor is to create a safe space for you to discover yourself, your path, your beliefs, your goals, and your voice. I want to guide you as we analyze genres of writing, as we examine the societal literacies all around us, and as we look deep within ourselves and humanity to see what we get right and what can be improved upon.

Course Description

Principles and practices of writing. Including writing college-level essays, review of basic writing skills, and written works. Also includes narrative/descriptive, expository, and persuasive writing. Writing 101 familiarizes students with the social and situated nature of writing—that is, with the ways in which writing is tied to purpose, audience/community, and topic/content. As such, there is a heavy emphasis on community, genre, and rhetorical situation. Through informal and formal writing, students will write in several genres, analyzing how purpose, audience, and context shape research, strategies for organization, and language usage. In addition, the course introduces practices and applications of research inquiry in writing.

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.
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 in Canvas. These Modules contain detailed overviews, required / supplemental readings, activities, assignments, due dates, etc.

In order to best learn the material, students should complete each module in order.

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; 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 5-7 pages (1,500 – 2,000 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.

Course Learning Materials and Textbook Information

We are using OpenStax *Writing Guide* for our textbook this term. You may access the free online and PDF formats at any time on Canvas. Even if you intend to primarily use the online format, I recommend downloading the PDF for offline access during the semester.

Any additional readings for the course will be provided as PDF files in each weekly course module.

Course Outline and Important Dates

Each week in the semester constitutes a Canvas module. **We will meet via Zoom on Mondays – Thursdays from 5:30 pm – 6:45 pm.** The class is generally structured with a freewriting exercise during the first 10 mins of class (called “Contemplations”). Following the freewriting exercise, I will lecture with an accompanying slideshow (available on Canvas before the scheduled class time if you wish to take notes on the slideshow itself). Depending on the content, we will then work on a writing exercise together in class or an activity. While I typically will not require you to read the textbook readings, I recommend skimming the textbook readings prior to our daily lecture.

Unless otherwise stated in the course schedule accessible on Canvas, assignments within modules will have due dates on **Tuesdays** and **Thursdays** each week. Please visit the course home page in Canvas for a more detailed course schedule of content, assignments, and due dates.

Types of Learning Activities Course Readings and Lectures

Each module contains an Overview page with an associated reading assignment, lectures, classwork, and discussion post. Because this is an online class, the bulk of information will come from your readings and online lectures; quizzes, testing, and student presentations will take place on the Internet as well.

Discussion & Essay Writing Assignments

There will be gradable writing assignments—discussion forums or essays—for each of the nine modules (exception of the pre-course assignment module). For a discussion forum, you are required to make one original post and a substantive reply by the stated due dates. In responding to classmates in the discussion forums, simply typing "I agree" will not earn you any points. All students are expected to conduct themselves in a professional and courteous manner.

The discussion posts involve reading an op-ed essay or nonfiction essay and responding with your opinion. These posts allow you to engage with your classmates. Your posts will be graded on coherence and comprehensiveness. I typically follow labor-based contract grading. What does this mean? While grammar and mechanics are important in a writing class, it is not my focus. I want to create a safe environment of open and clear communication where students are agents in the process of their own learning. In other words, do the work. If you complete the assignments, discussion posts, and essays following the guidelines given, you will succeed in this class.

Netiquette

The term "netiquette" is used to refer to online etiquette over networks, such as online communities, forums, and even online learning environments.

Following the rules of netiquette improves the readability of your messages, lays the groundwork for making trustworthy connections and helps other people to better understand you.

Here are a few guidelines to help you follow proper netiquette:

- Stay on topic. While discussion is encouraged, rambling conversations aren't conducive to a quality experience.
- Avoid "I agree" and "Me, too!" messages. Spending time reading messages without substance can be frustrating for all parties.
- Avoid posting messages using all caps. (IT'S LIKE SHOUTING!) It's OK to use all caps occasionally to emphasize a point, but you should only capitalize the individual words you want to highlight, not the entire sentence or paragraph.
- Avoid writing errors, even when "talking" with one another. Even though posts and replies posted in the Discussion forum are conversational and often informal; please avoid posting messages with grammatical, spelling and typographical errors. Post intelligible messages despite the informality of the environment.
- Carefully choose the format for your messages. Long paragraphs are difficult for other people to follow on-screen. In general, try to limit each paragraph to five to seven lines and avoid using font styles, colors and sizes that are difficult to read. Please also avoid using stationery because

- Be friendly. Remember that even though you can't see the person you're connecting with online, you're still connecting with someone. Before posting a comment, ask yourself "Would I say this to a person face to face?" If the answer is "no," don't post it.
- Avoid responding when emotions are running high. If you're angry about something someone has posted, don't reply to their message until you've had a chance to calm down.

Assessment

Assignment	Due Date	Weight
<p><u>Project 1: Literacy Narrative</u> Write a story of your relationship with language. A minimum of 750 - 950 words.</p>	6/20/23	100 pts.
<p><u>Project 2: Rhetorical Analysis</u> Choose a text then identify and evaluate the effectiveness of an argument. You will focus on how the argument is made, not what the argument is or whether you agree or not. A minimum of 750 - 950 words.</p>	7/3/23	100 pts.
<p><u>Project 3: Research Essay</u> You will write an argumentative research essay in which you take a position on a meaningful topic. You will develop your essay on the basis of thorough research of multiple sources (at least 5) and full analysis of your findings. Use sources as evidence to support, contradict, or expand your original ideas or thinking. The essay will be 5-7 pages (1,500 – 2,000 words) using MLA format.</p>	<p>Rough Draft due 7/17/23</p> <p>Final Draft due 7/24/23</p>	300 pts.
Weekly Class Assignments (10 total for 10 points each)	See course schedule	100 pts.
Weekly Discussion Posts (10 total for 20 points each)	See course schedule	200 pts.

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Daily Writing Prompts / Contemplations (20 total for 10 points each)	See course schedule	200 pts.
Total: 1000 points possible		

Evaluations and Grading & Assignments:

Grading Scale	Grade Assigned
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Course Grades

It is your responsibility to check your grades throughout the course and make sure I have received your work. If you turned in an assignment, but your grade does not appear in a timely manner, please notify me. Do not wait until the end of the semester.

Please note that I base your final course grade on the total number of points earned in the course. Your final course grade is non-negotiable. Do not contact me following the posting of final grades to complain and/or attempt to get your final grade changed unless there are valid grounds for appeal. There is no extra credit offered in this course; it is better to spend your time mastering the course material. Turnaround time for grading written work tends to be within a week. I will determine final grades based on the grading scale provided in the course syllabus.

General Education Goals

Apache Wisdom

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

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Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You 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, please notify the instructor as soon as possible.** I understand that everyone has different life experiences but failure to communicate your situation will not help your learning journey. Please do not hesitate to contact me.

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.

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 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.

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