



Syllabus: SCAC WRT 102

Course Title: Writing II
Course Prefix/Number: WRT 1022
Semester: Summer 2025
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. Part of the course focuses on reading literature, stressing persuasive writing about literature (primarily short fiction and narratives). We will look at both 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 students will be required to write a short critical biography and 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, workshopping, and revising your work. Writing, reading, and discussion topics will frequently deal with Apache history and culture

Catalog 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 (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.
 - 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/or electronic 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 style (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.

SCAC Catalogue Student Learning Outcomes

1. Actively and critically read, interpret, and analyze diverse texts.
2. Clearly articulate ideas, arguments, and topics through writing.
3. Research topics through evaluating, citing, and documenting various sources.
4. Explain a socio-political issue from multiple perspectives, including an Apache lens.

Course Structure

Each week in the semester constitutes a Canvas “module”, which is organized in **Weekly Modules**:

It is organized into three units:

- A) Native Voices – narratives and short stories
Watt and Kaywaykla
Tapahonso and Silko
Alexie and Erdrich
Essay analyzing one of these readings.
- B) Critical Biography: N. Scott Momaday
- C) The Research Paper: a focused topic within the general topic of Indigenous Language Loss, Preservation, and Recovery.

Course Objectives -- During this course students will:

- A) Write One Essay: This is a documented essay, around two pages (about 500 words in length), in which you discuss and analyze a theme that emerges from our readings. Essays will be scored on a 0 – 100 point basis, and revising essays is strongly encouraged.
- B) Write a short (about 500 words) critical biography - connecting an author’s personal experience and/or the time in which they lived that illuminate a piece of their writing.
- C) Write a 4 – 7 page (1000 -1750 word) research paper with a minimum of 5 – 6 sources, on a topic of your choice (within the general theme(s) of the semester), using the MLA style of format for documentation. Research papers will be scored on a 0 – 100 point basis, and revising research papers is strongly encouraged.
- D) Engage in Discussions: Informal writing about readings with responses to the readings; generating ideas for the essay and research paper.
- E) Participate in Peer Review Workshops: Here you will give and receive constructive feedback on your essay and research paper and those of your fellow students.
- F) Complete Miscellaneous Assignments: topic proposals; thesis development; evaluation of sources; MLA formatting; other homework.
- G) Write a Final Reflection on your writing process at the end of the semester.

Course Learning Materials and Textbook Information

No textbook is required for this course:

Materials will be supplied by the instructor. Go to the [Purdue OWL](#) website for information about documenting your sources.

Accountability: Policies and Expectations

Grade Expectations: Evaluation 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, and you will be encouraged to revise papers on which you have received a score. 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
Essay	15%
Critical Biography	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.

Final grades are based on your final score in Canvas:

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

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, **especially in the summer where the course is condensed in eight weeks**. So, set up a regular schedule in which you are at that computer working on this course. I would recommend planning at least 25 -30 hours a week devoted to this course. 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.
- 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 at home.

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.

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.

Plagiarism and Academic Integrity

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 they use 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

[Included here is the use of artificial intelligence (AI) sites, which should be avoided; like any other text, proper documentation is required.]

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 Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have 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.

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.

RESPECT

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.

RESILIENCE

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.

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, with documentation, 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.

OPENNESS

Here again: Course Objectives -- During this course students will:

- H) Write One Essay: This is a documented essay, around two pages (about 500 words in length), in which you discuss and analyze a theme that emerges from our readings. Essays will be scored on a 0 – 100 point basis, and revising essays is strongly encouraged.
- I) Write a short (about 500 words) critical biography - connecting an author's personal experience and/or the time in which they lived that illuminate a piece of their writing.
- J) Write a 4 – 7 page (1000 -1750 word) research paper with a minimum of 5 – 6 sources, on a topic of your choice (within the general theme(s) of the semester), using the MLA style of format for documentation. Research papers will be scored on a 0 – 100 point basis, and revising research papers is strongly encouraged.
- K) Engage in Discussions: Informal writing about readings with responses to the readings; generating ideas for the essay and research paper.
- L) Participate in Peer Review Workshops: Here you will give and receive constructive feedback on your essay and research paper and those of your fellow students.
- M) Complete Miscellaneous Assignments: topic proposals; thesis development; evaluation of sources; MLA formatting; other homework.
- N) Write a Final Reflection on your writing process at the end of the semester.

Courses Outline and Important Dates: See course outline above and consult the SCAC calendar for important dates.

Faculty/Student Communication and Course Feedback:

For most assignments I try to respond within 24 – 48 hours. Essays and research papers may take up to a week for you to receive my feedback. A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. Feel free to discuss any of my comments or scoring of assignments.

WISDOM

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

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.

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.