



## Syllabus: **WRT 102-5**

### Course Information

Course Title: Writing II  
Course Prefix/Number: WRT 102  
Semester: Fall 2025  
Class Days/Times: Online (asynchronous)  
Credit Hours: 3

### Instructor Information

Name: Dr. Darren Dillman  
Contact : It is best to contact me via e-mail to arrange a time to speak via Zoom or in-person during office hours.  
E-mail: [ddillman@tocc.edu](mailto:ddillman@tocc.edu)  
Office location: WIOA Building, SCAC campus  
Office hours: MW 1 – 2:30 p.m.  
TTh 2:30 – 3:30 p.m.

### 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 students 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

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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.

**SCAC 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 essay.

## 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. 1. Write critically about literature. 2. Read, comprehend, and analyze a variety of literary works. 3. Research primary and secondary sources and write a paper utilizing the techniques of quotation, paraphrase, summary, and documentation. 4. Write essays and a research paper Use an appropriate genre and format for the purpose and audience.
  - C. Write with appropriate style and voice for the rhetorical situation.
  - D. Evaluate the currency, relevance, reliability, and appropriateness of sources in relation to a specific audience and purpose.
  - E. Use standard conventions of spelling, punctuation, and grammar for clear, effective communication.

## Course Structure

**Weeks 1 and 2:** Introduction and first readings

**Weeks 3 and 4:** First essay

**Weeks 5-8:** Continued readings; research skills; second essay

**Weeks 9-12:** Focused research

**Weeks 13-15:** Writing the research paper

## Course Learning Materials and Textbook Information

Texts: The Compact Bedford Introduction to Literature, 13<sup>th</sup> Edition

## Policies and Expectations

### Accountability:

### 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:**

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>	70%
Unit 1 Essay	20%
Unit 2 Essay	20%
Research Essay	30%
<u>Discussions,</u> <u>Assignments, and</u> <u>Participation</u>	30%

***Attendance Policy***

This is an online (asynchronous) course. However, attendance is still monitored through the following: 1. The amount of time a student is logged into the course on Canvas each week, 2. The consistent and successful completion of assignments, and 3. Communicating with the instructor as needed.

***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.

**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 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.

### ***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

### **Courses Outline and Important Dates**

[Weekly structure, reading assignments, class projects, due date, exams, etc. details regarding assignments, exams, projects with due dates and any instructions for work. Make sure that you have one or more learning activities in the calendar/schedule that address each outcome. An activity can address more than one outcome.)

### ***Faculty/Student Communication***

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

### ***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 24 hours. 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.

## WISDOM

### SCAC General Education Learning Outcomes

#### ***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.

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### **EXPECTED STUDENT BEHAVIOR**

1. Students should show respect to the instructor when discussing assignments, grades, or misunderstandings.
2. Students who are suspected of being under the influence during a class meeting may be asked to leave the class and may be reported to SCAC administration.
3. Students should not ask the instructor to immediately grade an essay or make any similar demands. Essays are graded as soon as time allows, and feedback is usually provided within one week, although exceptions may exist.

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4. AI Policy: Grammarly is provided by the college for download by students. Students may use it to identify writing errors. **However, students must not allow Grammarly, ChatGPT, or any AI application to correct or generate any writing.** Once writing errors are identified by the app, students must make the corrections, themselves. The same applies to other forms of AI, including ChatGPT, Quillbot, Google AI, etc.