

# San Carlos Apache College

## Syllabus: WRT 101-6 Writing I

### Course Information

<u>Course Prefix/Number:</u> WRT 101-6	<u>Credit Hours:</u> 3
<u>Semester:</u> Summer 2026	<u>Course Title:</u> Writing I
<u>Class Days/Times:</u> ONLINE (Asynchronous)	<u>Room:</u> ONLINE (Asynchronous)Asynchronous
<u>Dates:</u> May 26, 2026 – July 23, 2026	

<u>Instructor Information:</u> Leslie J. Kang Kim lkim@tocc.edu (650) 906-6655 (message)	<u>Office Location:</u> ONLINE <u>Office Hours:</u> By appointment
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### 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.

### Course Objectives:

This course additionally exists to empower students to find their voice in writing. Communication comes in many forms, but writing remains one of the most influential and enduring forms of connecting with others. This course will offer students skills and tools that will help create a foundation for future success both professionally and personally. Students will be exposed to various forms and styles of writing, in addition to the process of writing, and will be given ample opportunity to practice their writing skills through regular, short and long assignments. Interacting with professional writers' thoughts on voice and language, students will also reflect on their own writing voice and will be challenged to increase their writing discipline.

**Texts and Materials:** We will be using an open source textbook available online, McLean's *Writing for Success*, as well as other writing resources. Link to open source textbook available online:  
[https://human.libretexts.org/Bookshelves/Composition/Introductory\\_Composition/Writing\\_for\\_Success\\_\(McLean\)](https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Writing_for_Success_(McLean))

### Student Learning Outcomes (SLOs):

1. Structure ideas into coherent paragraphs and essays.
2. Use a variety of writing styles for different audiences.
3. Critically read texts for comprehension, analysis, and genre.
4. Learn and implement the writing process, which includes brainstorming, drafting, peer reviewing, revising, and proofreading.
5. Integrate evidence through quotation, explanation, summary, and paraphrase.

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6. Incorporate Apache culture and wisdom through reflection and other writing practices.

**Cultural Component:** We are all on the life transformation journey together as we seek out the harmony and balance that Apache elders long ago called *shil gozhoo*. Though life can be hard, there is a strength and beauty that comes when we have focus and live in proper relationships with everything. Over the course of this semester journey, we will respect all people and ideas as we seek to have clear sight about the world in which we want to live. We will tolerate differences of opinion, values, and lifestyles and also encourage students to compare and contrast the differences in traditional native culture from contemporary cultures we will encounter. While exploring those differences, we encourage each student to authentically and critically draw their own lines and find the balance that feels best beneath their feet.

**Course Structure:** The course is organized in weekly modules. Each module contains a summary of the resources, lecture, discussion link, required reading, writing assignments and due dates. It will be critical for students to stay current on all assignments as the course content builds on former concepts.

Resources in the modules will help students accomplish the following:

1. Acquire skills, tools and knowledge in college-level writing.
2. Read and reflect on best practices in writing as it relates to individual voice and identity.
3. Engage in online discussions with peers in the class, including responding to their thoughts.
4. Complete shorter personal writing assignments and smaller formal assignments that will build into a research paper, e.g., pre-writing, annotated bibliography, paper outline, rough draft, revised draft, etc.
5. Meet three times with the professor for office hours at predetermined stages during the course.
6. Write one major argumentative, research paper, approximately 1000 to 1300 words in length, on a topic of student's choice.
7. Write a short, reflection paper on the student's writing process as the course's final exam.

## Course Timeline: (Tentative and Subject to Change if Needed)

**Week 1**  
(5/26/26) **Course Overview and Syllabus Review**  
**Writing Review**  
**Six Traits Writing Rubric**  
**“My Story” Due**

**Week 2**  
(6/1/26) **Four Main Types of Writing**  
**“My Dream” Due**  
**“My Memory” Due**

**Week 3 Evidence-based Writing**  
(6/8/26) **Writing Process**  
**Prewriting Due**  
**Mandatory Office Hours**

**Week 4 Research Writing**  
(6/15/26) **Argumentative Style**  
**Thesis Statement Due**  
**Annotated Bibliography Due**

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## Week 5 Research Process

(6/22/26) **Avoiding Plagiarism**  
**Research Notes Due**

## Week 6 Paper Outline

(6/29/26) **Outline Due**  
**Mandatory Office Hours**

## Week 7 Bibliography and Citations

(7/6/26) **Rewriting Process**  
**Rough Draft Due**

## Week 8

(7/13/26) **Mandatory Office Hours**  
**Final Draft of Research Paper Due**

## Week 9

(7/20/26) **Reflection Paper Due**

### Evaluation and Grading:

Online discussions and other writing assignments: 50%  
Final Draft of Argumentative, Research Paper: 30%  
Mandatory Office Hours with Professor: 10%  
Final Reflection on Personal Writing Process: 10%

### Point Scale

90 and above is an A  
80 to 89 is a B  
70 to 79 is a C  
60 to 69 is a D  
Under 60 is Failing

## Policies and Expectations

**ACCOUNTABILITY:** (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)

### 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 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

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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 few 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:

1. Read carefully all materials and links posted in the weekly modules.
2. Complete all reading and writing assignments and discussions on time. Points may be deducted for late work.
3. Participate in class discussions, activities and assignments.
4. Apply what you learn in class to your own writing.
5. Follow instructions, guidelines and advice for completing assignments.
6. 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 ("F" or "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.

**Late work:** If a submission is late, points will be deducted from the assignment. Late work accepted under severe circumstances is subject to a decrease of at least one letter grade, depending on the delay and circumstances. All such grading decisions are subject to the instructor's discretion.

## **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.

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**Plagiarism:** Student writing must be the student's original work, written specifically and only for this class. All data, research, or quotes must be cited. **Plagiarism will result in an automatic failure of the assignment with no opportunity for a rewrite or resubmission.** Plagiarism is not a practice that a successful college student should be in the habit of performing.

**Using generative A.I. to write your papers or speeches amounts to plagiarism since it is not original work but has been passed on as if it were the student's original words.** Please be advised that college instructors have multiple tools at our disposal to detect the use of generative A.I. Please be warned that if any portion of your speech or paper contains elements that are flagged to have been written by generative A.I., then you will be automatically failed for that assignment.

**To help curb the use of such plagiarism, I am asking that all work on your speeches be written in google docs and shared with me at [lkim@tocc.edu](mailto:lkim@tocc.edu) , so I can see the progress of your writing. There should be no cutting and pasting into the google doc outside of a quotation that you are citing. All planning and writing must take place in the google doc only.**

## **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 (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).**

## **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](mailto: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.

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## **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 (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).**

### **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 an 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 (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)**

### **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.

### **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 (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)**

## **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.

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## **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.