



Syllabus: WRT 102 - Writing II

Course Information

Course Title: Writing II
Course Prefix/Number: WRT 102-2
Semester: SUMMER 2026
Class Days/Times: ONLINE (Asynchronous)
Credit Hours: 3

Instructor Information

Name: Gerry Himmelreich
Phone/Voice Mail: 505.406.6032 (personal cell phone; call or text)

- If leaving a voice message, **please** be sure to **leave your name, class you are taking,** a brief **reason you are calling,** and best **times to contact you.**
- If texting, **please** be sure to **let me know your name, class you are taking,** and **reason for the text.** I'll respond as soon as I am able.

E-mail: ghimmelreich@tocc.edu

Office location: N/A

Office hours: By appointment or via Zoom on Wednesdays (12:00pm-1:00pm) and on Fridays (8:00am-9:00am) Arizona time.

Zoom links for weekly office hours will be posted on our Canvas course.

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.

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Course 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

By the end of this course, students will be able to:

- 1) Write essays that analyze literature in terms of perspective, theme, context, and/or form.
- 2) Actively and critically read, understand, and interpret literature.
- 3) Research a topic by selecting, evaluating, citing, and documenting sources.
- 4) Write a research essay and incorporate sources through quotation, paraphrase, summary, and documentation.
- 5) Effectively design and present an oral presentation appropriate to a specific audience.
- 6) Incorporate Apache wisdom through reflection and other writing practices

Course Structure

This course builds upon WRT 101 by developing advanced academic writing, literary analysis, research practices, oral communication, and reflective writing grounded in Apache wisdom and lived experience. Students will read and analyze literature, conduct research, compose analytical and research essays, and present findings orally. This course is structured according to Weekly Modules that help build upon major skill progression. Each module contains detailed overviews, supplemental readings, discussion links, assignments, due dates, etc. In order to best learn the material, students will complete each module in order.

Week 1:	Introductions to course, instructor, and peers Foundations of Critical Reading and Literary Analysis
Week 2:	Interpreting Theme, Perspective, and Context
Week 3:	Research Skills and Evaluating Sources
Week 4:	Integrating Your Research and Finding Your Academic Voice
Week 5:	Drafting Your Essay
Week 6:	Essay Revision and Oral Presentation Development
Week 7:	Oral Presentations
Week 8:	Reflection, Revision, and Final Portfolio

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Course Learning Materials and Textbook Information

All readings for the course will be provided as PDF files in each weekly course module. Students will need to acquire supplemental readings on their own depending on their selected essay topics.

Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)

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

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:

Passing a college-level course requires more than simply showing up to class. Learners must also complete assignments that sufficiently meet expectations. Trying your best and giving 100% "A" effort is an expectation you likely strive for in everything you do, and I will honor that by expecting the same for you. In short, students must earn both a C-level number of points and achieve a C-level quality of writing to pass the class. Each assignment helps build important skills throughout the semester, so it's important to do all of them. Final grades are calculated according to the following categories and weights:

Reading Responses and Discussion Posts	10%
Literary Analysis Essay	15%
Evaluation of Sources	10%
Research Essay Topic and Outline	10%
Research Essay Draft	10%
Oral Presentation	15%
Final Research Essay	20%
Reflection Essay	10%

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If at any time you have questions about your grade or are concerned about the quality of your work, please contact me. You can also check feedback and updated grades on Canvas. Be sure to back up all work. Save frequently. Save in multiple places (hard drive, flash drive, Cloud, etc) and ALWAYS email a copy of your assignments to yourself.

It is the student's responsibility to have and maintain a computer and reliable Internet access. While lack of Internet access, slow connections, Internet outages, power outages, computer failure, virus infection, lost/stolen/forgotten computers and/or flash drives, etc sometimes occur unexpectedly, they are NOT valid as regularly occurring reasons for failing to submit work on time.

Plan ahead and have multiple options available at a moment's notice. All deadlines are provided in advance for students to plan ahead in submitting assignments on time. To avoid missing a deadline, use your calendar accordingly and consider submitting work early.

Passing the course will require on-time submission of ALL assignments. Any requests for extensions will need to be in writing and the explanation **may** need to be documented in certain cases (please ask me if documentation is needed before sending).

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 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).

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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:

- read carefully all materials and links posted in the weekly modules.
- complete all reading and writing assignments and discussions on time. Points may be deducted for late work.
- participate in class discussions, activities, self-check quizzes, and assignments.
- apply what you learn in class to your own writing.
- follow instructions, guidelines, and advice for completing assignments.
- 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.

Academic Integrity:

Academic integrity refers to honest and ethical conduct in all aspects of academic life. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. Integrity entails a firm adherence to a set of values; the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Integrity is expected of every student within the SCAC community in all academic pursuits in all venues, including but not limited to: classroom (both in-person and virtual), laboratory, internships, clinical practicum, clinics, paid positions, etc. or medium, including but not limited to: assignments, written work, data gathering, oral presentations, etc.

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Academic integrity is expected not only in formal coursework settings, but in all relationships and interactions connected to the educational process, including the use of the institution's resources. All forms of academic deceit, such as plagiarism, cheating, the use of Artificial Intelligence without disclosure, collusion, falsification or fabrication of results or records; permitting work to be submitted by another; or inappropriately recycling work from one class to another constitutes academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct.

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.

According to the Academic Integrity and Plagiarism Policy indicated in the Student Handbook:

“Honesty and integrity are important attributes for a student’s personal and academic development. Academic dishonesty occurs when a student fails to live up to this standard. Generally speaking, academic dishonesty includes cheating (i.e. copying a student’s work or allowing a student to copy one’s work, unauthorized use of devices such as calculators, taking an exam in another student’s place, etc.), plagiarism (i.e. using the words or ideas of another person without proper acknowledgement or citation), and fabrication (i.e. altering an exam after it has been graded, or providing false information to excuse late work, etc.). Students are responsible for ensuring that the work they submit for their courses is their own work and that outside sources are acknowledged and appropriately credited. Depending on the severity of the violation of the academic honesty policy, instructors may impose a range of penalties including a request for the assignment to be resubmitted, a reduction in the assignment or course grade, failure for the course, and in severe instances a student may be suspended or expelled from the College.”

For more information on Academic Integrity policies, responsibilities, violations, and possible sanctions, please refer to pages 75-81 of the SCAC College Catalog:

<https://www.apachecollege.org/wp-content/uploads/2025/12/SCAC-Course-Catalog-2025-2026-.pdf>

USE of AI

In the age of generative AI, it is relatively easy to prompt any of the numerous platforms to “write” an essay on any topic and/or ask it to complete an assignment. It is even easier to then upload that AI generated work and submit it as one’s “own writing”. If a student uses AI for any part of an assignment and submits that assignment as their own, without acknowledging, citing,

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and/or explaining how AI was used, then this is a violation of academic integrity and grounds for an automatic "F" on the assignment and possibly the course.

There will be opportunities in this course for students to engage generative AI as a tool. However, it is expected that the final assignments submitted will be sufficiently original to the human student.

In short, AI produces average writing at best and often generates fabricated content and sources. Students who choose to rely solely on AI will earn equally appropriate grades.

Instructor Withdrawals

Students are expected to log in regularly (a few times per week), actively participate, and submit assignments on time. Absences (not logging in), non-participation (not participating in discussion posts), and/or not submitting assignments on time may result in a withdrawal and a "W" or "Y" will be recorded. Students may request to be excused from class for cultural/spiritual/religious observances and practices, for illness, for school or work-related travel or for personal or family emergencies. If you will be absent or have been absent, please notify the instructor as soon as possible.

For this online course, students who do not log in for two consecutive weeks (or a total of three weeks over the summer), will be withdrawn from the course. In addition, students who fail to submit any assignments **by June 3, 2026** are assumed NOT to be participating in the class and will be withdrawn.

Student Withdrawals

Students may withdraw from class without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself **by July 2, 2026** 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.

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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 (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 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

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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)

Courses Outline and Important Dates

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), 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 access 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 web browsers for using 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

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

Assignment Deadlines, Incompletes, and Late Work:

This 8-week course begins Tuesday, May 26, 2026 and ends Tuesday, Jul 21, 2026. It is organized according to weekly modules available in Canvas. Weekly overviews, instructions, readings, discussions, and assignment links can be accessed in each module.

Assignments are due on Wednesdays and Fridays throughout the summer session. This supports students having weekends free for family/friends, other commitments, to work ahead in the course, etc.

If you are not able to submit an assignment by the day/time on which it is due, please communicate with me and/or submit your work BEFORE the due date.

Because the summer session is shorter than a regular semester, it is important to stay on top of work and submit assignments on time. Late assignments are those submitted after the time indicated on the assignment.

Late Discussion Posts/Responses/Writing Assignments: Opportunity for full credit if submitted within 72 hours of the due date; 75% credit if submitted after 72 hours.

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Late Final papers: Due to end-of-semester grading deadlines, late final papers are generally not accepted. Please contact me to discuss options.

Discussions: Participating on our discussion board 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 these discussion threads.

Incomplete assignments will not receive full credit. Better to submit an assignment late yet complete!

Format of Written Work and File Submission:

I require that all work be typed in Times New Roman or Calibri 12 point font and conform to MLA or APA formatting standards. I will not accept assignments that do not comply with MLA or APA formatting guidelines. Also, save all of your documents as either Microsoft Word .doc or .docx

If your computer does not have Microsoft Office, you can download a free, compatible, open source word processing software at Openoffice.org.

Google docs also allows for saving files as a Word compatible document.

Online Behavior:

Like any face-to-face class, the expectation is respect of 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 summer.

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. Students creating disturbances that interfere with the conduct of the class or the learning of others will be dropped from the course. Student behavior is also detailed in the student handbook under Student Code of Conduct Violations. By

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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.

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. Grades and feedback can be viewed on Canvas.

If for some reason, you have not received a response to an email, phone message, or text, please follow up with a reminder.

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)

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.

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: Not every situation or question can be anticipated by the policies contained in this syllabus. The instructor, in consultation with relevant College personnel, reserves the right to develop/articulate additional policies as situations/questions arise. If you have a question or situation not covered within this syllabus, please email the instructor for clarification.

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