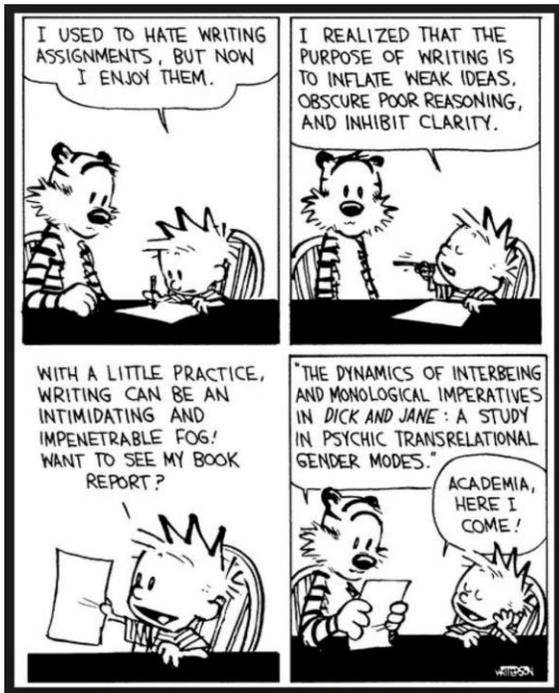


WRIT 101: College Composition I



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Texts

- *A Guide to College Writing I*
- *Triple Divide*
- Other supplemental texts to be distributed through Moodle/Email

Other Materials

- Notebook (for in-class writing)
- Binder (for final portfolio)

Course Overview

College Writing 101 is designed to challenge you to learn the skills you'll need to excel as a scholar at the University of Montana. Throughout the semester you'll develop your abilities as a writer and reader of texts to enable you to think critically and communicate effectively in the world.

In this class we'll inquire into different personal, academic, and civic contexts and compose and read different genres. You will develop flexible reading, writing, and research processes to become a fluent college writer. The kind of work you'll be engaging in will be diverse and will involve different kinds of methodologies, including but not limited to, small group projects, workshops, textbook and supplemental reading and analysis, and out-of-class writing assignments and observation sessions.

Because writing development is an important process that takes place over time and across different writing situations, all WRIT 101 classes use portfolio evaluation as the primary means to assess your work in class.

Major Assignments

Expect to write and revise three different projects and one reflective theory of writing over the course of this class, in addition to other informal writing in and out of class. I will give you a detailed assignment sheet as we begin each of these major assignments.

- Major Assignment #1: Source-Based Article on Genre, Audience, and Rhetorical Situation
- Major Assignment #2: Inquiry-Based Research Essay
- Major Assignment #3: Composition in Three Genres
- Major Assignment #4: Reflection-in-Presentation (Your Theory of Writing)

Your major inquiry projects will give you the opportunity to compose in a range of genres for a range of academic and civic situations. You'll have opportunities to use observations and experience as evidence, as well as learn strategies for composing effective arguments and conducting academic research.

You will have the chance to develop all of your major projects through a process of inquiry and drafting. Please save all drafts of each major assignment as this is part of your final portfolio and demonstrates your revision process throughout the semester. You'll compose papers in and out of class, alone and with your small group. For some of your writings, I'll ask you to bring enough draft copies to share with your group or ask you to email your papers to group members for an online workshop. *All inquiry projects must be completed for you to pass the course.* I will respond to these projects with written comments focused on suggestions for revision, but I will also mark them using a check system to help you know where you stand on a specific project.

Grading

Students enrolled in WRIT 101 are graded by the traditional letter grade A, B, C, D, F or are given NC for no credit. The NC grade does not affect grade point average. It is reserved for students who have worked unusually hard, attended class regularly and completed all assignments but whose skills are not at a passing level at the end of the semester.

The breakdown that determines students' final grades are:

- ★ Participation 35%
- ★ Final Portfolio 65%

**you must earn a C- in this class to be awarded credit

**You must turn in your portfolio and complete all major papers by their deadlines in order to receive credit for this course.

Attendance

If you miss the first two classes, you will need to drop the course on Cyberbear and enroll in another semester. This is university policy and the reasoning behind it is that important groundwork for the semester is put in place in the first few class meetings. Students without that foundational framework are better served by taking the course when they can give it the attention it deserves.

More than three absences will compromise your grade. 6 or more absences will result in a failing grade. Here's the breakdown:

- ★ 4th absence: final grade drops one letter grade
- ★ 5th absence: final grade drops one letter grade
- ★ 6th absence: final grade is an F

Attendance is crucial in your role as a student involved in learning, planning, inventing, drafting; discussing reading and writing; learning and practicing rhetorical moves and concepts; or collaborating with your instructor and classmates. Under certain circumstances, some absences may be excused (urgent personal matters, required university events, etc.). As stated, a few absences are allowed; please reserve those for emergencies.

I reserve the right to adjust the policy in cases of significant, documented illness or emergency. If you must miss class, use Moodle mailing lists to consult with classmates on work you may have missed as you are responsible for obtaining any handouts or assignments. If you feel that you may miss class due to unforeseeable situations, notify me in advance as much as possible.

Participation

Participation includes coming to class prepared and on time, taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class. Note: Please come to class on time. Consistent lateness will be noted and may detract from your attendance record.

Homework

There will be assigned reading two to three nights per week from *College Writing I* or *Triple Divide* or potential supplemental essays which will be made available on Moodle. Reading is not optional and is expected to be completed by the next class session except for when noted otherwise. I strongly encourage you to get into the habit of notating

your texts and identifying new concepts as you read, as these will help prompt you in discussions. I do not give quizzes, but I reserve the right to change this policy if students repeatedly fail to complete the reading in time.

There will also be short writing assignments to be completed outside of class and collected by the next class meeting. These “responses” are generally 1-2 pages long (double the page count if you choose to handwrite them) and should take you no longer than 30 minutes. While these are not required to be polished or perfect, they are intended to be coherent.

Conferences and Workshops

Students will meet with the instructor about once per unit either one-on-one or in small groups to discuss research development, writing strategies, and progress in key points of the course curriculum. These will be scheduled with the instructor. If a student misses their conference appointment, this will count as an absence.

Students will also conduct class workshops during which each student will receive cumulative feedback from others. On workshop days, students are responsible for bringing multiple copies of drafts to class. This aspect of class preparedness is part of overall class participation. All drafts and revisions must be typed. Since students have access to a number of computer labs around campus, own computers, technological setbacks/difficulties will not be accepted as an excuse for missed deadlines.

Course Outcomes

You will engage in daily writing activities, discussions, reflection, and collaboration designed to realize the following outcomes:

- Read and write in multiple genres and across several media
- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations
- Understand that composing is a process that uses different genres, communicating through different media to various audiences
- Recognize and practice key terms when engaged in writing situations in and beyond this course
- Demonstrate ability to define key terms discussed in the course
- Develop a theory of writing

Classroom and General Conduct

Writ 101 is a class where many different individuals will express a wide variety of viewpoints and opinions on a number of important topics. When discussing or responding to other students' work or comments, I expect all individuals to remain respectful of their fellow students and of all work submitted in class. Direct expressions of hate, intolerance, or personal attacks will not be tolerated. Students who repeatedly show misconduct in this regard will be reported to the department and managed on a case-by-case basis.

Other forms of disruptive behavior including, but not limited to, use of cell phones and distracting electronic devices or talking while the instructor or another member of the class is speaking, will be addressed. This classroom functions on the premise of respect, and students will be asked to leave the classroom for any behavior that violates this premise.

Additionally, you must abide by the rules for academic conduct described in the University of Montana Student Conduct Code. If you have any questions about when and how to avoid academic dishonesty, particularly plagiarism, please review the Conduct Code and talk with your instructor. The Council of Writing Program Administrators describes plagiarism as follows: "plagiarism occurs when a writer deliberately uses someone else's language, ideas or other original (not common-knowledge) material without acknowledging its source." Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated.

Composition Program Plagiarism Policy for WRIT 101

According to the University of Montana Student Conduct Code, plagiarism is "representing another person's words, ideas, data, or materials as one's own." The Composition program recognizes that plagiarism is a serious academic offense, but also understands that some misuse of information can occur in the process of learning information literacy skills. Therefore, if student writing appears to have been plagiarized, in full or in part, intentionally or unintentionally, or due to poor citation, the following will procedure will take place:

- The student will be made aware of areas in the text that are not properly integrated or cited.
- The student will receive no credit on the paper; it is up to him/her to prove that he/she turned in original work.
- The student will be asked to provide the teacher with copies of the research she/he used in writing the paper.
- The student and teacher will meet to discuss research integration.

- *If the student cannot provide documentation of her/his research, further disciplinary action will be taken.*

In the case that the student is unable to provide evidence of his/her original work or in the case that the teacher has evidence that the student has repeatedly plagiarized his/her work, the teacher will consult with the Director of Composition for direction with further disciplinary action.

In the case of blatant or egregious offenses, or in the case of repeated plagiarism, the Director of Composition will work with the Dean of Students to determine further disciplinary action.

Students should review the Student Conduct Code so that they understand their rights in academic disciplinary situations. The Student Conduct Code can be found here:

http://www.umt.edu/vpsa/policies/student_conduct.php

Students with Disabilities

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me privately after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

