FALL 2016  WRIT 101 – COLLEGE COMPOSITION I

Instructor:  Anna Wilson  E-mail: anna.wilson@umontana.edu
Office/Hours: LA 228/2–5 TU  Mail: LA 133

COURSE SYLLABUS AND POLICY STATEMENT

COURSE TEXTS
A Guide to College Writing I
Triple Divide
Course website

OTHER REQUIREMENTS
Working folder
Notebook for in-class writing and journaling
Binder for final portfolio

COURSE DESCRIPTION
College Writing 101 is designed to challenge you to learn the skills you need to excel as a scholar at the University of Montana. Throughout the semester we will build rhetorical habits of mind in order to write confident, graceful, research-based academic essays that explore topics vital to your life.

The purpose of WRIT 101 is to help you develop your abilities as a writer and reader of texts to encourage you to think critically and communicate effectively in the world. I’ll ask you to inquire into different personal, academic, and civic contexts and compose and read different genres. I’ll also help you develop flexible reading, writing, and research processes to help you develop as a college writer. Much of your work will involve different kinds of collaboration, including small group workshops and. 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.
OBJECTIVES
* Undertake writing as a recursive process to develop and transform thought.
  recursive: characterized by repetition: we repeat steps throughout our writing process—not just rewording and correcting grammar in revision, rather, we conduct further research as new questions and ideas arise, and refine topic focus in response to our work
* Learn how to conduct basic research and use it effectively in written works.
  o Learn how to use the resources of the library.
  o Interpret, evaluate, integrate, and document information from print and online sources.
  o Understand a research assignment as a series of tasks, including: finding, analyzing, and synthesizing information from appropriate primary and secondary sources.
* Respond appropriately to different rhetorical situations.
  o Determine and focus on purpose and the needs of varied audiences. Use appropriate genre conventions—adopt appropriate voice, tone, and level of formality.
Throughout our course, we will work on techniques that you can use in other classes and in your life outside class—such as methods for brainstorming, taking notes, and revision. We’ll learn to evaluate sources of “information” and how to find the most useful resources available. When you read about something on the Internet, how do you decide whether an article or site is trustworthy? We will connect our new academic skills to non-academic applications!

MAJOR INQUIRY PROJECTS
We write and revise three different projects and one reflective theory of writing over the course of this class, in addition to informal assigned writing in and out of class.
* Major Assignment #1: Source-Based Analysis of 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)

Major inquiry projects give you the opportunity to compose in a range of genres for a range of academic and civic situations. You learn to use observation and experience as evidence, and to use strategies for composing effective arguments and conducting academic research.
You will develop all of your major projects through a process of inquiry and drafting. 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 and I may 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 comments focused on suggestions for revision, and I will also mark them using a check system to help you know where you stand on a specific project.
Detailed assignment sheets will be distributed.

COURSE POLICIES AND PROCEDURES
GENERAL CLASS EXPECTATIONS
* All reading assignments will be completed by the assigned date.
* All writing assignments must be turned in on time.
* All homework must be typed.
* Attend class.
* Actively, vocally, and appropriately participate in class discussions.
* All additional individual assignments (including scheduled conferences) will be completed by the assigned date.

CLASSROOM CONDUCT
No cell phones, laptops, or other devices. Arrive on time. Remain in class until dismissed.
ACADEMIC INTEGRITY
You must abide by the rules for academic conduct described in the 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.

If 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 a case of blatant or egregious offenses, or in a 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

DISABILITY SERVICES
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.

ATTENDANCE POLICY
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.
ATTENDANCE POLICY (cont.)

MWF Classes

More than three absences from a M-W-F class will severely compromise your grade. Six or more absences from a M-W-F class 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

Here’s the reasoning behind the attendance policy: Without attending class, you cannot perform your role as a student involved in learning, planning, inventing, drafting; discussing reading and writing; learning and practicing rhetorical moves and concepts; and collaborating with your instructor and peers. Personal situations and required university events may arise that, on a rare occasion, make it impossible for you to attend. That’s why a few absences are allowed; reserve those for emergencies.

I reserve the right to adjust the policy in cases of significant, documented illness or emergency. Please note that poor time management on your part does not constitute extenuating circumstances. If you must miss class, you are responsible for obtaining handouts or assignments on the day that you return. Talk with me in advance if you are worried about meeting a deadline or missing a class.

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. Lateness will hurt your grade because it is an unnecessary interruption and because latecomers are likely to miss valuable information. Please see Participation Grade Descriptors for more information.

Late Work

Your work needs to be typed, printed, and in class with you to be considered "on time".

- Late or handwritten homework does not receive credit.
- Emailed assignments are considered late.
- Late formal essays are unacceptable. They will receive no revision comments from me.
- If you miss class, the homework is due the next class period.
- You are always welcome to complete assignments early if you will be missing class.
COURSE REQUIREMENTS

GRADING POLICY
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.

GRADING
I encourage you to talk with me at any time to better understand my comments or to discuss your overall progress and success in the class.

* Participation 35%
* Final Portfolio 65%

**You must earn a C- in this class to be awarded credit for this course.**
**You must turn in your portfolio and complete all major papers by their deadlines in order to receive credit for this course.**

DAILY SHORT ASSIGNMENTS
You will receive feedback from me, but no grade on informal writing submissions. Short assignments DO play an important part in your overall participation grade.

JOURNAL: 3-COLUMN NOTES/VIDEO [R]EADINGS
You will receive feedback from me, but no grade on journal notes. Your journal notes are an integral part of this class. We will learn 3-column note-taking and respond to a variety of short video works to practice moves from summary to analysis.

CONFERENCES
You are required to discuss your work with me in scheduled conferences.

MAJOR INQUIRY PROJECTS
To give you a sense of the check system I’ll use, refer to the following descriptors.

* Check: A project with a check generally meets its rhetorical goals in terms of purpose, genre, and writing situation without need for extensive revision. Written comments will elaborate on strengths, weaknesses, and strategies for focused revision.
* Check minus: A project with a check minus meets the basic requirements, but would benefit from significant revision and a stronger understanding of rhetorical decision-making. Written comments will elaborate on strengths, weaknesses, and strategies for revision.
* Unsatisfactory: A project with a U does not meet basic standards, and requires extensive development and attention. An unsatisfactory submission may be incomplete or inappropriate to the assignment. Such a submission may receive a request to rewrite within a week in order to receive teacher comments.

Drafts
Strive to create early drafts that meet all assignment requirements, including content, source requirements, word count, and formatting; this sets you up to receive feedback in time to bring your writing up to your highest standard for the final submission.
PORTFOLIO LETTER GRADE DESCRIPTORS FOR WRIT 101

A Superior portfolios will demonstrate initiative and rhetorical sophistication that go beyond the requirements. A portfolio at this level is composed of well-edited texts representing different writing situations and genres that consistently show a clear, connected sense of audience, purpose and development. The writer is able to analyze his or her own writing, reflect on it, and revise accordingly. The portfolio takes risks that work.

B Strong portfolios meet their rhetorical goals in terms of purpose, genre, and writing situation without need for further major revisions of purpose, evidence, audience, or style/mechanics. The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.

C Consistent portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, evidence, audience, or writing style/mechanics (or some combination) and a stronger understanding of rhetorical decision-making involved in different writing situations and genres. The writer composes across tasks at varying levels of success with some superficial revision. The writer has taken some risks in writing and exhibits some style.

D Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding related to composing in different genres and for a range of writing situations. Texts generally require extensive revisions to purpose, development, audience, and/or style and mechanics.

F Unacceptable portfolios exhibit pervasive problems with purpose, development, audience, or style/mechanics that interfere with meaning and readers’ understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer’s original work.

FORMAT REQUIREMENTS
Graded assignments must conform to the following specifications:
* Times New Roman font, 12 point
* Numbered pages, beginning on page 2
* Margins: 1 inch, left and right, top and bottom
* Justification: left margin (title: centered)
* Line spacing: double-spaced.
* Documentation: MLA style
PARTICIPATION LETTER GRADE DESCRIPTORS FOR WRIT 101

A Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic, and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.

B Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, specific, and helpful.

C Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

D Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.

F Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, the student has a pattern of missing, being completely unprepared, or being disruptive.