WRIT 101: College Composition

Instructor Information
- Instructor: Sydney Cook
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- Office: Online using Blackboard Collaborate (see Moodle for details), and face-to-face on campus in Corbin 337
- Office Hours: Mon 3:15 – 4:15, Tues 1:00 – 3:00, and by appointment
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- Moodle: College Writing 1 – Section 50, 72269

Course Description
This course is designed to challenge you to learn the skills you will need to excel as a scholar at the University of Montana. Throughout the semester you will learn to engage 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. Your work will involve different kinds of collaboration, including online small group workshops. 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.

So…. What does that all mean? What's the point of WRIT 101? Confidence. You will be supported the entire way throughout this process. We will explore what it means for *you* to be a writer. This course will test some of our previous assumptions about writing: that it's boring, that proper grammar is always necessary, and that only the "chosen" are good at it. I will encourage you to become comfortable with crappy first drafts and long-term revision. At the end of the course, you will have new skills, habits and techniques in your arsenal to become successful students at the collegiate level.

Course Texts
The course texts are available in the University of Montana's bookstore. You can purchase them in-person or order them and have them shipped. These texts are *required*:
- *A Guide to College Writing I* by Wecker, Gaillet, Hall-Godsey, and Vala
- *Triple Divide* by Wecker
- Other online supplements found on Moodle

Other Requirements
- An organization system that works for you on your computer—save ALL writing

you complete for this course.

Major Inquiry Projects

Expect to write and revise four different projects 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:

- Source-Based Article on Genre, Audience and Rhetorical Situation
- Inquiry-Based Research Essay
- Composition in Three Genres
- Reflection in Presentation

Your four 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.

All inquiry projects must be completed for you to pass the course.

You will have the chance to develop all of your major projects through a process of inquiry and drafting. For some of your writings, I'll ask you to upload your papers to Moodle for an online workshop. 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.

Common Policies and Procedures

General Class Expectations
- All reading assignments will be completed by the assigned date.
- All writing assignments (informal or formal) must be turned in on time. Moodle will close at the deadline, which will prevent you from uploading late documents. *So submit things on time!*
- Actively and appropriately participate in forum discussions (see "How to Succeed in WRIT 101 Online" for more on this). All forum discussions must be completed by the deadline.
- All required and requested conferences will be completed by assigned date

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. I love to conference and talk about your writing!

- Participation   35%
- Final Portfolio 65%

**you must earn a C- in this class to be awarded credit
*   Business majors note: you must earn a C to be admitted into the Business School*

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

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. However, it must be noted that students must receive a C- to graduate in the future.

Participation
Participation includes 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.

Please see *Participation Grade Descriptors* for more information.

Late Work
   • Late work will not be accepted. Moodle will close at all assignment deadlines.

Academic Conduct
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 speak with me. 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.

Students with Disabilities
Qualified students with disabilities will receive appropriate accommodations in this course. Please message with me privately to discuss accommodations. Please be prepared to provide a letter from your DSS Coordinator.

Short Assignments
You will receive comments from me on short assignments. These assignments play an important part in your overall participation grade and will be evaluated based on the

check system listed below.

Major Inquiry Projects
Major inquiry projects will be evaluated twice. First, the first round of final drafts will be evaluated using the check system below. You will then have the opportunity to revise that draft. The final-final drafts will be evaluated as an entire portfolio, which will receive a traditional letter grade.

To give you a sense of the check system I'll be using, please refer to the following descriptors.

- *Check plus*: This assignment went over and beyond the expectations in terms of purpose, genre and rhetorical situation. This marking means you are on the right track. However, even check plus major inquiry assignments require major revisions for the final portfolio. Written comments will elaborate on strengths, weaknesses, and strategies for focused revision.
- *Check*: A project with a check generally meets its rhetorical goals in terms of purpose, genre, and writing situation. Written comments will elaborate on strengths, weaknesses, and strategies for focused revision.
- *Check minus*: A project with a check minus meets some of the basic requirements, but requires 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, inappropriate to the assignment or fails to meet the page length requirement. Major inquiry requirements must be rewritten within a week in order to receive teacher comments. Daily short assignments must be rewritten in 48 hours to receive credit.
- *Clerical Incomplete*: A project with a CI does not meet basic formatting standards including: improper margin size, improper font size, large gaps between paragraphs to meet page length, or other formatting problems. All assignments including major inquiry projects and daily short assignments that receive a CI must be reformatted in 48 hours to receive credit.

Any major inquiry project or daily short assignment receiving a U or CI that is not rewritten or reformatted by the appropriate deadline will be considered a missing assignment at the end of the term.

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.

Participation Letter Grade Descriptors for WRIT 101

A
Superior participation shows initiative and excellence in written work and online discussions. The student helps to create more effective discussions and workshops through his/her 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 work and online discussions. The student plays an active role in discussion forums, 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 work and online discussions. Overall, the student completes assigned readings and writings, and contributes discussions, but frequently forum posts are not substantive. 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 work and online discussion. The student may contribute infrequently or unproductively to discussions or small group workshops or not provide substantive forum posts. 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 work and online discussion. The student may not contribute to discussions or small group workshops, post far too infrequently, or respond to forums with posts that are not substantive. This student may be disruptive in online discussion. 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, being disruptive, or being disrespectful.

Composition Program Plagiarism Policy for WRIT 101/201

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