WRIT 101: College Composition

Instructor Information
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Course Description
This is my third time teaching this class, and I thoroughly believe in the curriculum. If you put in the time and effort, you will become a better writer. Rhetorical thinking will come more easily to you, and you’ll write better papers. Even more importantly, good writing will enable you to express yourself powerfully and charismatically in your day-to-day interactions for the rest of your life, no matter your career, no matter your path. This is one of the most practical courses you will take.

Three essays will be due this term, and together we’ll work on revising them (you will not receive “marks” until you hand in your final portfolio.) I’ll ask you to inquire into different personal, academic, and civic contexts and compose in and read different genres. I’ll also help you develop flexible reading, writing, and research processes to help you develop sophistication in your thinking as a rhetorician. Much of your work will involve different kinds of collaboration, including small group workshops, and you’ll be getting a lot of feedback from me. Consider me your editor.

Course Texts
Andrea Lunsford, et al, Everyone’s An Author
Essays that I will pass out in class -- must be in attendance to receive them, or email me for the link (note: keeping up with these readings is your responsibility).

Other Requirements
➢ working folder to keep all your materials in (you will need this when it comes time to select material for your portfolio)
➢ notebook for in-class writing
➢ binder for final portfolio
➢ access to a printer to print off your assignments
➢ active email account

Major Inquiry Projects
Expect to write and revise three different projects and one reflective introduction 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.

Assignments due:
1. Listen, Then Tell Us What You Heard: Writing the Personal Academic Essay (due electronically on Sunday, Oct 4th; hard copy in class Tuesday, Oct 6th)
2. Putting in Your Oar: Writing the Op-Ed (due date to be announced)
3. Where You Live and What You Live For: Writing the Lifeplace Essay (due date to be announced)
4. Portfolio and Portfolio Introduction (last day of classes)

Your three 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 experience as evidence and to conduct academic research.

You will have the chance to develop all of your major projects through a process of inquiry and drafting. You’ll compose papers in and out of class, and will get feedback from me and your peers. For some of your writing, I’ll ask you to bring enough draft copies to share with your group. All inquiry projects (essays) must be completed for you to pass the course, and they MUST be handed in on the date they are due. I will respond to these projects with written comments focused on suggestions for revision, and will also mark them using a check system to help you know where you stand on a specific project and what your grade might be without significant revision.
General Class Expectations

✶ All reading assignments will be completed by the assigned date (I expect to see notes on the reading in your journals.)
✶ All writing assignments must be turned in on time.
✶ All homework must be typed and printed out to be handed in class.
✶ Attend class.
✶ Actively, vocally, and appropriately participate in class discussions (please remain respectful at all times.)
✶ I discourage cell phones and laptops in class. If you need to be using a laptop, please come see me and we’ll discuss. Notes will be light, and I encourage you to take them in your journal to boost your participation mark.

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%

**Unlike some other courses at University of Montana, 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.

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.

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. I am not permitted to make any exceptions to his rule.

More than two absences from a T/Th class will compromise your grade. 5 or more absences from a T-Th class will result in a failing grade. Here’s the breakdown:

✶ 3rd absence: final grade drops have a letter grade (ex from a B to a B-)
✶ 4th absence: final grade drops one letter grade (ex from a B to a C+)
✶ 5th absence: final grade is an F

Here’s the reasoning behind the attendance policy. This class is not about how good a writer you are, but how much you can improve by applying yourself to in-class planning, inventing, drafting, discussing, reading and writing, learning and practicing rhetorical moves and concepts, and collaborating with your instructor and classmates. You must be here for this to happen. Personal situations and required university events may come up that, on a rare occasion, make it impossible for you to be in class. Remember, however, that’s why a few absences are allowed; please reserve these absences for emergencies. If you have used your two free absences in the first month, I’ll talk to you about the possibility of simply dropping the class.

I reserve the right to adjust the policy in cases of significant, documented illness or emergency. Please note that instances of poor time management on your part do not constitute extenuating circumstances. If you must miss class, you are responsible for obtaining any handouts or assignments for the class from a classmate or from me via email (you’re always welcome to email me.) Make sure you 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 unless I have specified that they can be emailed.
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.

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 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.

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.

Daily Short Assignments
Though short assignments play an important part in your overall participation grade (35%), you will not always receive written comments from me, and will not be “graded” on them per se.

Major Inquiry Projects
To give you a sense of the check system I’ll be using, please 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.

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 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.

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