WRIT 101-11: College Writing
MWF 12:10 – 1:00, LA 205

Instructor Information
Lisbet Portman
Email: lisbet.portman@umontana.edu
Mailbox: Liberal Arts 133
Office: Liberal Arts 221
Office Hours: M 1:10 – 3:10, W 1:10 – 2:10
Phone: 243-5231
Class Website: https://whyright.wordpress.com/

Course Description
In WRIT 101, you will study Montana as a place as well as your position within it. 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, research-based academic essays that explore topics relevant to your life.

The purpose of this course 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 as well as compose and read different genres. You will develop flexible reading, writing, and research processes that will help you develop as a college writer. Much of your work will involve different kinds of collaboration, including 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.

Course Texts
• Andrea Lunsford, et al, Everyone’s An Author
• Course Website

Other Required Materials
• Working folder
• Notebook for in-class writing
• Binder for final portfolio

Major Inquiry Projects
You will write and revise three different projects and one reflective introduction over the course of this class, in addition to other informal writing that will be done both in and out of class. I will give you a detailed assignment sheet as we begin each of the following projects:

1. Listen, Then Tell Us What You Heard: Writing the Personal Academic Essay
2. Putting in Your Oar: Writing the Op-Ed
3. Where You Live and What You Live For: Writing the Lifeplace Essay
4. Final Portfolio and Portfolio Introduction

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

All three major projects will be developed through a process of inquiry and drafting. You will compose papers in and out of class, alone and within small groups. For some of your writings, I’ll ask you to bring enough draft copies to share with a small 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, and I will mark them using a check system to help you understand where you stand throughout the process of writing each major paper.
Common Policies and Procedures

General Class Expectations
• All reading assignments must be completed by the assigned date.
• All writing assignments must be turned in on time.
• Attend class.
• Actively, vocally, and appropriately participate in class discussions.
• Any individual assignments (including requests for conferences) must be completed by the assigned date.

Grading Policy
Students enrolled in WRIT 101 are graded by the traditional letter system- 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.

• Participation 35%
• Final Portfolio 65%

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

I encourage you to come talk with me during office hours in order to better understand my comments or to discuss your overall progress and success in the class.

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 during the first few class meetings. Students without this foundational framework are better served by taking the course when they can give it the attention it deserves.

Absence Policy
More than three absences from class will compromise your grade. Six or more absences from class will result in a failing grade. Missing an official conference is considered the same as missing a class.

• 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; or collaborating with your instructor and classmates. On the rare occasion, personal situations or required university events may arise that make it impossible for you to be in class. This is why 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. 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. 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 of your
contributions excellent. Coming to class prepared means doing the required reading and writing. 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 on p. 4 of the syllabus 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 and 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 know 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 how to avoid academic dishonesty, particularly plagiarism, please review the Conduct Code and come talk to me. Please see the Composition Program Plagiarism Policy on p. 5 of the syllabus for more information.

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

---------------------------------

Paper Format
- All papers, homework and shorter assignments must be typed in 12 pt. Times New Roman font on paper with 1” margins.
- Citations need to be in MLA format.

Daily Short Assignments
You will receive comments but no grade on informal writing submissions. Short assignments play a very important part in your overall participation grade.

Major Inquiry Projects
To give you a sense of the check system that I will be using throughout the semester, 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. I may request that such a submission be rewritten within a week in order to receive comments.

Portfolio Letter Grade Descriptors for WRIT 101

A
Superior portfolios demonstrate initiative and rhetorical sophistication that go beyond the basic 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 greatly 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.

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/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. During workshops or conferences, the student has a pattern of absence, being completely unprepared, or being disruptive.

**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 plagiarism as 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 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 his/her 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 repeated 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](http://www.umt.edu/vpsa/policies/student_conduct.php)

**Classroom Community**

In many ways, WRIT 101 will be unlike most of your other courses. Our class investigates the ways that text, reading, and composition form links of understanding between author and audience—roles that we each adopt. I urge you to take risks in your research, to explore the range of your own written voice, to question the perspectives that you find most comfortable, and to share your uncertainties with the class. I’ve found that students who take these risks not only deepen their intellectual engagement in WRIT 101, but contribute thought-provoking discussion comments and write more insightful essays. To that end, I take this classroom community seriously. It’s my aim to create an academic space where risk-taking is a highly valued part of our discourse and students are comfortable expressing vulnerability. (This might involve asking what feels like a silly question, graciously disagreeing with a statement that’s been made, sharing a relevant part of your personal history, or expressing how your background and identity inform your ideas.) Respect and open-mindedness are required from all of us at all times.

In accordance with University policy, discrimination or harassment of any kind will not be tolerated in our classroom. I expect each student to respect the opinions, beliefs, and identities of their classmates and for the level of discourse in class to remain civil and academic. A failure to respect your classmates and/or the instructor will have an adverse impact on your participation grade.

*Adapted from the classroom guidelines of Alicia Mountain and Beth Hubble.*