

# College Writing I

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“Writing can be for anyone a source of pleasure, self-knowledge, and power”

Adrienne Rich

## Course Description

WRIT 101 will introduce you to thesis-driven academic writing in preparation for advanced courses across the curriculum by familiarizing you with forms and processes of written communication appropriate to college-level audiences. You will place your ideas in conversation with those of others and will learn the necessary strategies for engaging in successful critical dialogue. You will acquire different methods of generating ideas, analyzing, constructing and organizing arguments, comparing and contrasting texts, as well as classifying the writing of others. Importantly, this course aims to empower you with the satisfaction of putting your thoughts accurately onto paper and to demystify the difficulty of writing. By the end of the semester, you will understand how to learn from your weaknesses and how to cultivate and develop your strengths. Our approach will emphasize how writing grounds our thinking and offers invaluable insights about ourselves, others, and the institutions with which we interact.

## Course Outcomes

Upon completion of this course, students will be able to:

- Consider and successfully address audience, purpose, context, and genre.
- Develop strategies for writing, including planning, organizing, drafting, editing, and reflecting.
- Revise documents until they are effective, clear, complete, and concise.
- Conduct research and demonstrate critical thinking through evaluation and use of sources.
- Acquire collaboration skills in a service learning capacity with a local non-profit.

## Required Texts

- Bullock, R., Goggin, M.D., & Weinberg, F. (2016). *The Norton field guide to writing with readings and handbook with 2016 MLA Update* (4<sup>th</sup> ed.) New York: W.W. Norton & Company.

All other readings will be available via Moodle. Always print the appropriate text and bring a copy to class with you.

## Course Requirements

5% Attendance and Teamwork Participation

10% Individual Quizzes & Homework

10% Group Quizzes

10% Literacy Narrative Essay

10% Reflective Essay

15% Critical Review

20% Researched Argument  
10% Assessment Essay & Learning Portfolio  
10% Service Learning Workshop

### **Attendance & Teamwork Participation**

Team-based learning is the pedagogical strategy I will use to teach this course. Based on the latest research, the team-teaching method seeks to implement the principles of active learning in the classroom. The class will work in permanent teams to complete not only assessment assignments, such as quizzes, but also designed activities. Furthermore, each of you will write both individually and collectively. This means that attendance and punctuality are crucial for the functioning of the course.

You will receive five points toward your teamwork participation grade each time you bring a full rough draft of an assignment to a peer review session and review other students' work; however, you will not receive the points if you simply exchange a draft assignment without participating in the peer review session. In addition, if you fail to bring a full rough draft of an assignment to class during a peer editing session, you will be asked to leave class and will be counted absent for class that day.

I take attendance promptly at the beginning of class. If you arrive more than 10 minutes late, I will mark you absent. Six absences over the course of the semester will result in immediate failure. I expect you to participate in class discussions as well as teamwork. You will engage in peer editing, writing and individual/group activities during class. Daily work/participation that is completed in class cannot be made up. If you miss class one time, I will not deduct points from your final grade. After that, I will deduct one point from your overall course grade for each absence. *Leaving early will also be penalized. If you leave early more than 10 minutes before the end of class, I will mark you absent.*

Your teammates will grade you on the quality of your teamwork by completing three peer-review assessments during the semester.

### **Individual Quizzes & Homework / Group Quizzes**

Four times during the semester, you will complete individual quizzes which will also be completed by each group. You will have an individual and a group grade. These quizzes assess whether you have read the assigned reading with care and attention.

### **Literacy Narrative Essay**

You will explore the writing practices and viewpoints of academic and professional writers and consider their relevance to your own writing. Length: 500-750 words.

### **Reflective Essay**

You will write an essay where you reflect on an issue or idea of your choosing. Length: 750-1000 words.

### **Critical Review Essay**

You will analyze the argument made in a journal article by examining what the article says, and by assessing how well it communicates its message. You will support your analysis by incorporating information from sources. Length: 750-1000 words.

### **Researched Argument Essay**

You will use the framework of argument to make inquiry into claims you identify while exploring a controversial topic. This will involve examining your ideas and the ideas of others, and making a persuasive case using research evidence you have gathered. Length: 750-1250 words.

### **Assessment Essay & Learning Portfolio**

You will reflect on writing skills honed over the semester – drawing upon your coursework as evidence of development – and will consider the skills you wish to focus on in the future. You will also gather a portfolio of your work in support of your essay's conclusions, making sure each included assignment is discussed in the essay. Length: 500-750 words.

### **Service Learning Workshop**

This course includes a service learning component in collaboration with the Butte-Silver Bow Public Library. Your team will develop a twenty minute workshop on the critical evaluation of sources to be held as part of the library's public programming. A detailed assignment sheet will be distributed in class.

### **Course Policies**

#### **CLASSROOM CONDUCT**

- No electronic devices, please. This includes tablets, laptops, e-readers, cell phones, or music players. Use an old-fashioned pen and pad for taking notes.
- No eating in class, please. You may bring non-alcoholic drinks to class.
- Be thoughtful and courteous to your colleagues during class discussions.
- Always bring the assigned reading/s to class.

#### **LATE WORK**

I do not accept late assignments of any kind, nor will I accept papers via email.

Remember Murphy's Law: "Anything that can go wrong will go wrong." Be prepared for computer and printer problems, power surges/outages, and corrupt or lost USB drives, etc. Email important files to yourself so that even if your computer and backup hard drive are compromised, you will be able to access copies of your most important projects. It is also not a bad idea to print out paper copies of your drafts. Choose a method that works for you and use it for class.

Extensions for assignments may be given to accommodate special circumstances. You must arrange for an extension ahead of the assignment's deadline.

#### EXCUSED ABSENCES & ATHLETES

In order for an absence to be excused for participating in an athletic event, I must hear from your coach and you must write a 300-word response paper on the readings assigned for the missed session. You must give me a printed copy at the beginning of the following class session.

#### TECHNOLOGY

Your contributions are necessary to make this class a success; therefore, please be attentive, enthusiastic, diligent, and prepared to take part in class activities and discussions. Engaging in activities unrelated to the course is prohibited. If you are caught off task, you will be asked to leave class and will be counted as absent.

Phones cannot be used to take class notes. No audio and/or visual recordings may be taken in class unless you have requested and received my approval.

A good deal of class business will be conducted via email. In all cases, I will use the email address that is linked to your Moodle account. Any e-mail that you send me should include WRIT 101 in the subject line; in addition, email messages should be sent from your Montana Tech account to my Tech account (icampos@mtech.edu). Please note that instructors cannot respond to messages sent from non-Tech accounts. I will normally respond to emails within 24 business hours, but it may take as long as 48 business hours, depending on my schedule and obligations. Email is my preferred method of communication.

#### EMAIL PROTOCOL

Always email your professor using your official university email account. When emailing any professor, please use the following format:

Subject of the email: [Course Number] WRIT 101

Body of the email:

Dear Professor [Last Name],

[Be as specific as possible as you explain your question, needs, or concerns]

Sincerely,

[Sign your full name so that I can clearly identify who you are]

#### DEMONSTRATING RESPECT

You are expected to contribute positively to the course by ensuring that everyone has the opportunity to work and learn during class meetings. When communicating for the purposes of this class, you should use language that is respectful of others; use of language that is racist, sexist, ageist, homophobic, or in any way discriminatory or disrespectful will not be tolerated.

#### ACCOMODATION

Please speak to me if you require special assistance in completing this course. Also note that policies regarding accommodation are discussed in the Writing Program Policies document posted on Moodle.

#### ACADEMIC DISHONESTY

Montana Tech regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. Moreover, I am committed to enforcing academic integrity and will pursue cases of academic dishonesty according to Montana Tech Integrity Procedures. If you are unsure about what constitutes plagiarism, come speak with me.

#### DISABILITY

All persons with disabilities have the right to participate fully and equally in the programs and services of Montana Tech. Montana Tech is committed to ensuring full and equal participation by eliminating barriers and making the appropriate accommodations that allow persons with disabilities to have equal opportunity in all aspects of campus life.

Student Life Counselors are the Montana Tech Disability Service Coordinators. For further information about Disability Services, please refer to the Disability Services Website: [http://www.mtech.edu/student\\_life/disability/](http://www.mtech.edu/student_life/disability/)

#### WORKLOAD

If you take full advantage of this course, you can expect a *minimum* of six hours of homework every week. Time investment in a class usually correlates closely with final grades earned. Strategies for success: Attend every class and arrive on time, ready to work and participate; complete all the assignments, daily work and reading; read and follow assignment sheets carefully; ask questions and take notes during class; work on and submit projects early in case you run into problems; and consult with Academic Center for Excellence (ACE), library, counseling, Computer Technology Services, and other learning support staff, and your instructor as needed. Also, read your peer review and instructor-generated feedback and apply it to your assignments.

Your assignments will be graded according to criteria outlined on rubrics. Feedback will center on the strengths present in each assignment, and on areas for improvement.

Your overall grade in this course will be comprised of your work on a number of different types of assignments, plus daily work/participation and quizzes (which means that I do not *bump up*

or *round up* grades for any reason at the end of a semester). Further, the quality of each major assignment will be graded rather than the number of hours spent developing an assignment (in reality, the quality of an assignment reflects the time spent preparing it).

## GRADES

Please check your gradebook regularly, at least once a week. Students who wish to discuss grades on assignments and quizzes should contact the instructor within 48 hours of posting to arrange a meeting time or phone conference. Grades in this class will be issued according to the scale below. Please see the Writing Program Policies document on Moodle for further information on evaluation procedures and criteria.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-88	87-82	81-80	79-78	77-72	71-70	69-68	67-62	61-60	59-0

Please do not wait until the end of the semester to question grades or to request special consideration. The instructor does not give grades; students earn their grades. Your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake in the grading process. The following are not legitimate reasons: (1) you need a higher grade or will fail to graduate, will lose a scholarship, or will lose athletic eligibility; or (2) you are only a point or two shy of a higher grade.

## Course Plan

### Tuesday, 1/08 – Introduction to Course

In class:

- How will this class be taught? Expectations, commitments, responsibilities
- Group activity
- Fill out questionnaire
- Start reflective essay in class

At home:

- Finish reflective essay
- Read the syllabus

### Thursday, 1/10 – Teams, Turn-it-in, Moodle

In class:

- Turn in reflective essay
- Forming permanent teams
- Group work
- Turn-it-in and Moodle
- Critical Incident Questionnaire

At home:

- Read *The Norton Field Guide*, chapters 1, 2, 3, 4, and 10 (Section: Academic Literacies)
- Read June Jordan, “Nobody Mean More to Me Than You and The Future Life of Willie Jordan” (Moodle)
- Prepare for quiz on readings

### Tuesday, 1/15 – Writing and Reading Academically: Expectations

In class:

- Individual and Group Quizzes
- Group Work
- “Literacy Narrative” assignment and rubric

At home:

- Amy Tan, “Mother Tongue” (pp 649-655 textbook)
- Write Introduction Paper “Literacy Narrative”

### Thursday, 1/17 – Writing and Reading Academically: Expectations

In class:

- In class writing exercises
- Turn in Introduction Paper “Literacy Narrative”
- Critical Incident Questionnaire

At home:

- Read *The Norton Field Guide*, chapters 5, 6, 7, 8, 9, 40 (Rhetorical Situation/Description)

## **Tuesday, 1/22 – Purpose, Audience, and Genre**

In class:

- Group work

At home:

- Write draft of “Literacy Response Narrative”
- Read Miya Tokumitsu, “In the Name of Love” (Moodle)

## **Thursday, 1/24 – Purpose, Audience, and Genre**

In class:

- In class writing exercises
- Critical Incident Questionnaire

At home:

- Exchange draft of “Literacy Response Narrative”
- Read *The Norton Field Guide*, chapters 23, 24, 25, 26, 27 (Genres/Processes)

## **Tuesday, 1/29 – Group Peer-review**

In class:

- Group Peer-review “Literacy Response Narrative”

At home:

- Revise “Literacy Response Narrative” based on received feedback
- Gloria Anzaldúa, “How to Tame a Wild Tongue” (Moodle)

## **Thursday, 1/31 – Writing Processes, I**

In class:

- Turn in “Literacy Narrative”
- “Reflection Essay” assignment sheet and rubric
- In class writing exercises
- Critical Incident Questionnaire

At home:

- Write “Reflection Essay” Introduction Paper
- Read *The Norton Field Guide* chapters 21, 28, 29, 30, 31 (Reflection/Processes)
- Prepare for quiz

## **Tuesday, 2/5 – Writing Processes, II**

In class:

- Individual and Group Quizzes
- Turn in Introduction Paper “Reflection”
- Peer-review teammates

At home:

- Write draft of “Reflection Essay”
- Read Aldo Leopold, “Thinking Like a Mountain” and “Marshland Elegy” (Moodle)

## **Thursday, 02/7**



In class:

- Group Work
- Critical Incident Questionnaire

At home:

- Write draft of "Reflection Essay"
- Read *The Norton Field Guide*, 33, 34, 35, 36 (Processes)
- Read Kenneth McClane, "Walls: A Journey to Auburn" (Moodle)
- Prepare for quiz

### **Tuesday, 2/12 – Writing Strategies, I**

In class:

- Individual and Group Quizzes

At home:

- Peer-review group exchange "Reflection Essay"

### **Thursday, 2/14 – Group Peer Review**

In class:

- Group Peer-review "Reflection Essay"
- Critical Incident Questionnaire

At home:

- Revise "Reflection Essay" based on feedback
- Read *The Norton Field Guide*, 37, 38, 39, 41, 42, 43 (Strategies)

### **Tuesday, 2/19 – Library**

In class:

- Meeting at Butte Silver-Bow Public Library

At home:

- Read "Critical Review" Readings (Moodle)

### **Thursday, 2/21 – Writing Strategies, II**

In class:

- Critical Review assignment sheet and rubric
- In class writing exercises
- Midterm Course Evaluation
- "Reflection Essay" is due

At home:

- Read *The Norton Field Guide*, Chapters 48, 49, 50, 51, 53, 54 (Doing Research)

### **Tuesday, 02/36 – Group Peer-review**

In class:

- Group Work
- Peer-review of teammates
- Introduction paper "Critical Review" essay is due

At home:

- Write your "Critical Review" essay
- Read Alice Walker's, "In Search of Our Mothers' Gardens" (Moodle)

### **Thursday, 02/28 – Documentation**

In class:

- In class writing exercises
- Critical Incident Questionnaire

At home:

- Peer-review exchange "Critical Review" essay
- Read *The Norton Field Guide*, chapters 11, 13, 14, 15, 16 (Genres)

### **Tuesday, 3/5 – Group Peer-Review**

In class:

- Group Peer-review "Critical Review Essay"

At home:

- Revise "Critical Review Essay" based on feedback

### **Thursday, 3/7 – Abstracts and Annotated Bibliography**

In class:

- "Critical Review Essay" is due
- Researched Argument assignment sheet and rubric
- In class writing exercises
- Critical Incident Questionnaire

At home:

- Write Prospectus for "Researched Argument"
- Read *The Norton Field Guide*, 45, 46, 47, S-1, S-2, S-3
- Read Timothy Pachirat, "Hidden in Plain Sight" (Moodle)

### **Tuesday, 3/12 – Conducting Research**

In class:

- Group work
- Prospectus for "Researched Argument" is due (including abstract and annotated bibliography)

At home:

- Write draft "Researched Argument"
- Read *The Norton Field Guide*, Peter Singer's "The Singer Solution of World Poverty" (pp931-938)

### **Thursday, 3/14**

In class:

- In class writing exercises
- Critical Incident Questionnaire

At home:

- Write draft "Researched Argument"

SPRING BREAK

### **Tuesday, 3/26 – Student Conferences**

Student Conferences

### **Thursday, 3/28**

Student Conferences

At home:

- Exchange Peer-review of draft "Researched Argument"

### **Tuesday, 4/2 – Group Peer-review**

In class:

- Group Peer-review "Researched Argument"

At home:

- Revise "Researched Argument" based on received feedback
- Read Jamaica Kincaid, "In History" (Moodle)
- Read *The Norton Field Guide* S-4, S-5, S-6, S-7, S-8, S-9, L-1, L-2, L-3, L-4, L-5

### **Thursday, 4/4 – Sentences**

In class:

- Group Work
- Peer-review teammates
- Critical Incident Questionnaire

At home:

- Read *The Norton Field Guide* P-1, P-2, P-3, P-4, P-5

### **Tuesday, 4/9 – Language**

In class:

- "Researched Argument" essay is Due
- Individual and Group quizzes
- "Assessment Essay and Learning Portfolio" Assignment Sheet and Rubric

At home:

- Write "Assessment Essay and Learning Portfolio"
- Read *The Norton Field Guide* P-6, P-7, P-8, P-9, P-10, P-11
- Read from Adrienne Rich, *Of Woman Born* (Moodle)

### **Thursday, 4/11**

- In class writing exercises

At home:

- Read from Alice Walker, *In Search of Our Mothers' Gardens* (Moodle)

**Tuesday, 4/16 – Punctuation/Mechanics, I**

In class:

- Group work
- Course Evaluation

**Thursday, 4/18 – Assessment**

In class:

- In class writing exercises
- Critical Incident Questionnaire

At home:

- Work on “Assessment Essay and Learning Portfolio”

**Tuesday, 4/23 - Punctuation/Mechanics, II**

In class:

- Group Work

At home:

- Work on “Assessment Essay and Learning Portfolio”

**Thursday, 4/26 – Overview**

In class:

- Turn in “Assessment Essay and Learning Portfolio”