



Syllabus: **WRT 101**

Course Information

Course Prefix/Number: WRT 101/6
Semester: Spring 2017
Class Days/Times: Hybrid schedule

Credit Hours: 3
Course Title: Integrated Reading & Writing II:
Intermediate
Room: CDI Head Start Center

Instructor Information:

Name: Christopher "Kit" McIlroy

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Office hours : Online and phone by appointment.

CDI Head Start Center after class and by
appointment.

Course Description: The course focuses on the principles and practices of expository writing. It includes writing a variety of college-level essays, refining basic expository writing skills, reviewing basic English grammar and usage, continuing to apply reading strategies, and incorporating research.

Course Objectives:

During this course students will

- Write essays and other works to include drafts and in-class writing for 6,600 words total semester output.
- Read and respond to model essays.
- Participate in class discussions.
- Include documented inquiry into at least two essays.
- Develop the approach and skills for responsible persuasion.
- Learn principles of research, documentation, use of sources, and attribution.
- Study and practice grammar and usage as needed.
- Engage with a range of reading, including academic and professional content.
- Serve as peer evaluators for classmates' drafts-in-progress.

Student Learning Outcomes (SLOs) : (Three to Six)

After completion of the course students will be able to...

1. Generate, select, and organize ideas and develop them into coherent paragraphs and essays.
2. Develop a college-appropriate writing style. Improve by restructuring and rewriting.
3. Critically evaluate model and source documents, as well as peer writing.
4. Use research to investigate issues and develop responsible positions while properly documenting sources.
5. Recognize and correct problems in grammar and usage.
6. Comprehend and apply a range of reading, including academic and professional.

Course Structure:

- Meet in five monthly on-site sessions for instruction, reading, writing, and discussion. The schedule for each visit will be Wednesday 3-6 p.m. and Friday 8 a.m.-12 p.m.
- Between on-site sessions, reinforce and engage with course content through Google Hangouts, email, and individual phone conversations. Hangouts will be on Wednesday afternoons beginning at 3.
- Write three essays, one personal persuasion; one explanatory essay, including research; and one formal documented persuasive essay. Each essay will consist of at least two drafts, including a revised final draft. Students will have the opportunity to further revise the first two essays to replace the “final” grade with a better grade. Apply learning in expository writing to an in-class final essay (optional).
- Study model essays for each assignment, responding in writing and during class discussion. Practice strategies for active reading.
- Use discussions to examine writing skills and essay content.
- Course will cover proper use of source material, based on MLA format.
- Written exercises and discussions will address problem areas in grammar and usage as they present themselves.

Texts and Materials:

Packet prepared by instructor.

Pocket dictionary and thesaurus for each student.

Each student will need a ring binder and looseleaf paper, a 2-pocket folder for turning in assignments, a flash drive, and at least two colors of highlighters.

Available as reference: In Concert: Reading and Writing, Kathleen T. McWhorter; Rules for Writers, 8th Edition, Diana Hacker

Evaluation and Grading & Assignments

A total of 100 points is possible during the semester (actually 105 including extra credit).

- | | |
|---|---------------|
| A | 90-100 points |
| B | 80-89 points |
| C | 70-79 points |

- D 60-69 points
F less than 60 points

Your graded writing output is worth a possible 65 points.
Your ungraded writing is worth a possible 22 points.
Your attendance, including Google Hangouts, is worth a possible 13 points.
Your in-class final exam is worth up to 5 points in extra credit.
Your journal and vocabulary log are worth a possible 8 points extra credit.

Cultural Component:

At the beginning of the course, Hualapai and other tribal members will arrive at classroom norms that are consistent with cultural traditions and beliefs, and that will guide the spirit and conduct of the class.

Cultural traditions and considerations will be a vital element in discussions of readings. Several readings have been chosen specifically to stimulate such discussions.

With the guidance of tribal members in the class, the instructor will do his best to honor cultural appropriateness in all aspects of the course.

Policies and expectations-

Absences: You will lose a point for unexcused absence during classroom meetings and/or Google Hangouts sessions.

Lateness or early departure: If unexcused, each incidence costs ½ point.

Late assignments, if unexcused, receive only ½ credit for ungraded work. Late graded work loses one full grade level, for instance from A to B.

Class readiness: Students must bring their course binder to each class.

Classroom breaches: Each unauthorized use of a cell phone or other electronic device, or verbal or other classroom disruption, costs 1 point.

Music: Listening to music in class is allowed only during individual reading or writing time, and must utilize earbuds or headphones so that no one else is distracted.

Classroom community: Reading and writing engage the whole person. They benefit greatly from group support. All students must commit to building success for every other student as well as for themselves. That is the only goal of a writing community, and it must be honored.

Assignment format: Final copies are submitted in a two-pocket folder and include all prewriting, drafts, and annotated copies of readings when applicable. Assignments submitted without these written materials and the folder will be considered late and graded accordingly. Typing of written assignments is preferred but not required.

Academic honesty: In all assignments to be submitted as individual work you are expected to do your own writing. You may, on your own time, comment constructively on each other's drafts in process before they are turned in. Please submit any written comments from fellow classmates along with your final assignment.

Using others' ideas and phrasing without attribution is *plagiarism*, the most serious academic violation. This includes use of online materials as well as any other media sources.

It's possible that students may commit plagiarism unintentionally. If you have any doubt about use of sources, please confer with me.

Class cancellation: In addition to having a cancellation notice posted on the classroom door, I will email a notification to students.

Americans with Disabilities Act (ADA) Compliance: Tohono O'odham Community College and CDI Head Start are committed to providing reasonable accommodations for students with special needs. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

Cultural and Religious Observances: The college recognizes the importance of the religious and cultural observances and practices of its students. *At least two weeks before a religious or cultural observance that affects attendance or assigned work, students must submit to the instructor a written statement that contains the date of the observance.* Absences and late assignments due to religious and cultural observance and practices will not count against the student's record.

Course Outline:

Wednesday, January 25 (on site)

Introduction to course and syllabus.

Grammar and usage review.

Introduction to Essay 1, personal persuasion.

Brainstorm and begin draft for Essay 1.

Friday, January 27 (on site)

Finish draft of Essay 1 and hand in.

Friday, February 10

I return graded Essay 1 by email or fax. Students begin revision.

Wednesday, February 15

Hangouts discussion of Essay 1 revision. Introduction to Essay 2.

Wednesday, March 1 (on site)

Students hand in revised Essay 1.

Word recognition activity.

Discuss Essay 2, informative/explanatory essay, including research. Begin brainstorming and draft for Essay 2.

Friday, March 3 (on site)

Do exercise in use of sources.

Research Essay 2.

Continue draft of Essay 2.

Wednesday, March 22

Hangouts discussion of Essay 2 process.

Introduction to Essay 3, formal documented persuasion.

Wednesday, March 29 (on site)

Finish draft of Essay 2, incorporating research, to hand in.

Friday, March 31 (on site)

I hand back graded Essay 2.

Students begin revision of Essay 2.

Friday, April 7

Students submit revision of Essay 2 by fax or email.

Wednesday, April 12

Hangouts - Discuss issues of documented persuasion including strategies, fallacies, reliability of sources.

Students begin brainstorming for Essay 3.

Wednesday, April 17 (on site)

Research for Essay 3.

Study MLA documentation.

Compose Annotated Bibliography.

Friday, April 19 (on site)

Discuss documentation.

Begin draft of Essay 3.

Wednesday, May 3

Students submit draft of Essay 3 by email or fax.

Wednesday, May 10 (on site)

I hand back graded draft of Essay 3 for students to revise.

Friday, May 12 (on site)

Students complete and hand in Essay 3.

Students have option to take final exam for extra credit.

Student evaluations.

DUE DATES FOR GRADED ASSIGNMENTS

Essay 1 January 27

Revised Essay 1 March 1

Essay 2 March 29

Revised Essay 2 April 7

Annotated Bibliography for Essay 3 April 17

Essay 3 May 3

Revised Essay 3 May 12

Final exam (optional) May 12

TOCC DEADLINES

Drop/full refund deadline January 30, 2017

Withdrawal deadline April 3, 2017

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.