

University of Montana
ScholarWorks at University of Montana

Syllabi

Course Syllabi

Fall 9-1-2018

WRIT 101.13C: College Writing I Plus

Jessica M. Dougherty-McMichael

University of Montana - Missoula, Jessica.Dougherty@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Dougherty-McMichael, Jessica M., "WRIT 101.13C: College Writing I Plus" (2018). *Syllabi*. 9092.
<https://scholarworks.umt.edu/syllabi/9092>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**COLLEGE WRITING I PLUS
WRIT 101.13C CRN 75087**

Instructor: Jessica Dougherty-McMichael
M 2:00-2:50
TR 2:00-3:20
Office Hours: MW 12-2 & by appointment

**AUTUMN 2018
WRIT 191.02C CRN 74366**

Email: Jessica.Dougherty@mso.umt.edu
MC 449
MC 449
Office: MC 404

COURSE DESCRIPTION

WRIT 101 is a course in public writing, a kind of writing that is meant to communicate with and engage a specific audience toward a specific purpose, and it is based on community. Your purpose will ultimately be to write a proposal that could have positive impacts on an important issue within your local community. To do so, we will work on four writing projects throughout the course, culminating in a proposal that would ideally be sent to the decision maker(s) and argue for the specific change requested.

We begin with a *COMMUNITY PROFILE*, an assignment that asks you to vividly describe a specific community. This assignment offers you the opportunity to look more deeply at a community, whether that community is your current hometown, a community where you intend to live, or a different kind of community, such as a club, a religious organization, an online group, a civic group, an artistic group, or a learning community that you are currently involved with or intend to be. The only requirements in terms of the selection of the community are that it is of significant personal interest and that you can provide an insider's perspective on it. Ideally, the community you select for the first assignment will be the one you will work with throughout the course.

We continue with an *EXPLORATORY SEQUENCE*, a set of assignments that asks you to resist any immediate conclusions about your community and to truly explore difficult questions and possible answers. The exploration includes research of both local and national sources and leads to the selection of a community issue, questions about that issue, and possible answers to the questions from multiple points of view. The sequence consists of four written assignments: an annotated bibliography, two short papers that analyze and synthesize your sources, and a short paper that argues that your community has a particular issue that needs to be addressed.

From there, you will create a *COMMUNITY FINDINGS PRESENTATION*. This presentation will highlight who your community is, the conversations your community and communities like yours are having, and the community issue you will be addressing in your next assignment. You will base much of the presentation on the research completed for the exploratory sequence. The research serves as support for your own argument, observations, and analysis.

Finally, you will compose, refine, and polish a *PROPOSAL* that asks its audience to implement a specific change in order to improve the community in a positive way. Your proposal will outline specific actions necessary, argue for their importance based on observation and evidence, support evidence for their feasibility, and anticipate alternative solutions and objections. Ideally, the proposal would be submitted to an actual committee or individual authority within the community.

You will be required to revise your Community Profile and an essay from the Exploratory Sequence for which you received a grade and comments. The revision must be a substantive one, in which you address your instructor's comments and questions and make any improvements necessary to finally produce a better essay.

WRIT 101 PLUS SECTION AND WRITING CONFERENCES

The WRIT 101 Plus "Plus" section provides additional instructor led support. Attendance is mandatory. The final grade will reflect the final grade of the WRIT 101 section.

A key component of the writing process is revision based on reader feedback. WRIT 101 Plus consists of multiple opportunities to receive feedback and incorporate the feedback into every rhetorical situation. The **first opportunity** connects you with tutors from the Writing and Public Speaking Center (WPSC) and your classmates in small group sessions. You will meet in small groups with a tutor and focus on developing drafts of your papers **four** times. The **second opportunity** connects you with the larger Writing and Public Speaking Center community. You will be required to visit the WPSC on your own a minimum of **six** times during the semester. The **third opportunity** is a series of **three** individual writing conferences with the course instructor to address drafts and writing issues.

COURSE TEXT (REQUIRED)

The St. Martin's Guide to Writing, 10th ed., Missoula College Ed, Axelrod and Cooper.
Available at the UMT Bookstore

REQUIRED TECHNOLOGY: CAMPUS E-MAIL ACCOUNTS AND MOODLE

Please activate your campus e-mail account right away. Every student is issued a university e-mail account, and there is no cost. Go to any technology help desk on campus for assistance on either campus.

This course requires essential computer skills so that you can access email and negotiate Moodle. *Early in the semester, UM offers a number of Moodle workshops. If you are unfamiliar with Moodle or if you have limited computer experience, please attend these workshops.* You will be expected to work with computers for appropriate class assignments, and most correspondences will be conducted via email/Moodle. Most class materials and instructions will be posted in Moodle. *With the exception of some initial explanations during our first classes, please do not expect extra time in class for any learning curve you might face with technology.* Likewise, please do not expect any extensions on due dates for an assignment because of any technical difficulties you have not conquered. Backup all work.

USB DRIVE AND/OR ONLINE STORAGE

You will be working with multiple drafts throughout the semester and will need to save each draft. While it is important to save these drafts to your personal computer/laptop/tablet it is not always possible to access these drafts, therefore you will need either a USB storage device (flash drive, jump drive, USB drive, thumb drive, memory stick) and/or online storage (while most online storage services are sufficient, the university offers [UM box](#) for free).

COURSE REQUIREMENTS AND POLICIES

You will have the opportunity to develop all of your major projects through a process of inquiry and drafting. You will compose papers in and out of class, alone and with your small group. For some of your writings, I'll ask you to bring enough draft copies to share with your group or ask you to email your papers to group members for workshop. We will include whole-class workshops into the drafting process. *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, but I will also mark them using a check system to help you know where you stand on a specific project.

PROCEDURAL BASICS FOR WRITTEN WORK

1. Complete all reading and writing assignments on time. Be sure that all written assignments (except for in-class work) are word-processed.

2. Use the following format for submitting written assignments unless instructed otherwise or unless you're following specific genre conventions:

Provide a basic header in the upper left hand corner of page 1:

Your name

Course section and number

Date

Double-space the text

Use one-inch margins

Use a standard 12-point font & Times New Roman

Number all pages in the bottom center

Use a works cited page as needed

3. Keep copies of all your work, as hard copy, on a USB drive, and/or online

PAPER AND FILE FORMAT

Submitting assignments can be done in person with a paper copy or electronically via Moodle. Electronic files will be uploaded to the appropriate Moodle Assignment drop. The file must be in a doc or docx format and titled using the following format: lastnameassignmentname.docx (for example, DoughertyMcMichaelCommunityProfile.docx).

GRADING SUMMARY

Community Profile:	20%
Exploring Sources Sequence:	35%
Community Presentation:	10%
Final Proposal:	20%
Revision	10%
Homework	5%

OTHER COURSE REQUIREMENTS

PARTICIPATION AND PREPAREDNESS

Throughout the course, you will be asked to complete assignments that serve as building blocks to the course assignments, either in clarifying the theories that guide our writing processes or in working through stages of the essays themselves. These assignments are designed to produce your best results, both in course performance and in overall learning. The more assignments you neglect, the poorer your performance will be. Make use of this experience by completing all assigned homework and drafts and by participating in class and with your peers. This class is based on the discussion and production of writing about community issues. That writing makes use of an individual's knowledge and research to argue for a new understanding or a better way of operating that benefits the entire community. You have not had the same experiences I have, and vice versa. I am relying on your contributions to class discussions and to the work of your classmates. Treat this component of your course as another rhetorical situation. I am the grading audience, but your peers are an audience as well. We will be watching for intelligent and appropriate contributions to the class discussions, for engagement with the topics and the lessons, for preparedness for class, and for quality effort on your projects.

ATTENDANCE

Attendance to this class is mandatory. You cannot learn if you are not exposed to the ideas and the work of the course. Be in class, be on time, and be prepared for the work of the day. If you do so, you will do well in the course. You are allowed one absence from the Monday section and two absences from the Tuesday/Thursday section. Additional absences count towards the total missed classes and the grade is adjusted accordingly.

4th absence: final grade drops one letter grade

5th absence: final grade drops one letter grade

6th absence: final grade is an F

LATE WORK

If you miss a draft deadline, you've missed a crucial chance for feedback on your work. If you aren't ready with a response to a group member's draft, you're letting down someone who is counting on you for help. If you aren't prepared for class, you limit your own voice and contributions to the class and community of writers and readers. For all these reasons, *late work is unacceptable*. If you ever have a problem with an assignment, talk to me in advance of the deadline and you may be able to negotiate a special arrangement. Deadlines are not negotiable after you've missed them.

DISABILITY SERVICES

In keeping with University policy please remember –

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [DSS](#).

ACADEMIC SUPPORT SERVICES

We believe that all students can succeed if they put their minds to it. The Learning Center offers a variety of services to help students reach this goal. Learning Center staff tutor in many subject areas, provide academic counseling, and assist students in the transition to college. The best news is that all of these services are free and available to all students. For more information, please call 406.243.7826. The Learning Center is located in MC 022.

The Mansfield Library and the Writing and Public Speaking Center are also both excellent resources for researchers and writers.

ACADEMIC INTEGRITY

The most clear and concise definition of plagiarism I have found comes from Neil Baird, a former colleague. I quote it at length below:

Plagiarism is defined as representing another person’s words, ideas, data, or work as one’s own. Plagiarism includes, but is not limited to, the exact duplication of another’s work and the incorporation of a substantial or essential portion thereof. Other examples of plagiarism include the acts of appropriating the artistic or musical composition of another and Internet documents, or portions thereof, presenting them as your own.

The key to avoiding plagiarism is to give proper credit whenever the following are used:

- Another person’s ideas, opinions, or theories
- Facts, statistics, graphs or other drawings or any pieces of information that are not common knowledge
- Quotations of another’s actual spoken or written words
- Paraphrases of another’s spoken or written words
- Organization patterns or structures of another’s spoken or written work

Worth noting is the fact that ignorance does not excuse plagiarism. Intentional plagiarism consists of knowingly copying or using another’s work without giving proper credit. Unintentional plagiarism, on the other hand, may result from a lack of familiarity with citation standards, poor research methods, or careless “cutting and pasting” of Internet and other electronic sources. In either case, both intentional and unintentional plagiarism constitute violations of the policy on Academic Dishonesty. Please see me if you have *any* questions or concerns, for plagiarism results in a failing grade on a particular paper to failure of the course. (Baird, Course Syllabus)

STUDENT DECORUM

Missoula College is designed as a space to share ideas and learn from one another. It is not a space for disrespectful behavior including antagonistic or bigoted language, consistent late

arrivals to class, or disruptive behavior in class, including the use of cell phones. We will discuss issues that may result in disagreement and dialogue, but that dialogue should be conducted in a professional and respectful manner, one that respects the dignity of all participants.