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### WRIT 101.10: College Writing I

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# WRIT 101: College Composition I

## Syllabus

- ★ Instructor: Austin Hagwood
- ★ Mailbox: LA 129
- ★ Office: COR 349
- ★ Office Hours: By appointment – send me an email, and we'll arrange a time to meet.
- ★ [Email](mailto:austin1.hagwood@umconnect.umt.edu): austin1.hagwood@umconnect.umt.edu

### Course Description

WRIT 101 will challenge you to learn the literacy skills needed to excel as a student at the University of Montana and beyond. Our culture is composed of stories, and language is the medium through which our ideas enter the material world. A primary goal in this course is to craft arguments, wield language, and express your ideas with courage.

Over the course of WRIT 101, you will create a portfolio of different writing exercises. You will receive plenty feedback, suggestions for revision, and encouragement to take risks in your writing. Your essays will receive grades, but WRIT 101 will focus more on crafting polished work through the process of revision. Each of the major assignments represents an episode in your portfolio.

The course will be divided into three units, each of which will involve writing a different kind of essay called a major assignment. For each major assignment, the approach, style, structure, and content will consider your audience and purpose.

### Course Texts

- *A Guide to College Writing I* (digital text on Top Hat)
- *Triple Divide* (digital text on Top Hat)
- Other readings provided on Moodle

**Important Note about Required Course Texts:** Due to the interactive nature of WRIT 101, the required textbooks are designed as digital workbooks. This means you will be expected to use these texts dynamically—you will need to sign forms, complete checklists, record your annotations, reflect on revisions and conferences, perform invention work, complete journal entries, etc. By the end of the semester your workbook will be well loved! The digital format of the textbooks requires each student to purchase their own text.

*The direct link to your Top Hat text is: <https://app.tophat.com/e/827053>*

It is important that you join the correct course, so please ensure that you only use this above link, or the link from the email invitation that you receive. Note that our Top Hat Join Code is 827053.

If you already have a Top Hat account, the link will take you directly to our text.

If you're new to Top Hat you'll be prompted to create an account. Please be sure your student account is registered under the same email address that you use to access Moodle.

If you have questions or difficulty with this process, please contact Top Hat technical support: please call +1 (888) 663-5491 or email [support@tophat.com](mailto:support@tophat.com) (Monday - Friday | 9AM - 9PM EST)

## Major Assignments

Expect to write and revise three different major assignments and one reflective theory of writing (not revised) 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.

- Major Assignment #1: Narrative Essay (4-5 double spaced pages)
- Major Assignment #2: Argumentative Essay (6-7 double-spaced pages)
- Major Assignment #3: Cultural Analysis (archival project utilizing UM's *Sentinel* yearbooks; 2-3 double-spaced pages)
- Major Assignment #4: A Writer's Recipe (aka Your Theory of Writing)

## General Class Expectations

You will be expected to:

- attend all class meetings and conferences (see attendance policy below)
- arrive to class on time and prepared
- thoroughly read all assigned texts
- provide evidence of close reading in discussion, journal entries, freewriting, major assignments, reading quizzes\*, etc.
- participate in class discussions, in-class writing exercises, peer workshops, and group work
- compose and submit out-of-class writing assignments
- conduct various types of research
- draft and revise essays
- submit all work on time (on the hour and day it is due; see Late Policy)

*\*Quizzes will be given if a majority of the class is not keeping up with the readings. A quiz will count toward your participation grade.*

**Cell Phone Policy:** please have phones stowed away during class. If a phone call or text really can't wait, please walk outside the classroom to complete it.

**Credit hour statement:** This is a three-credit course. You should expect to complete 6 hours of out-of-class work each week for approximately 15 weeks (about 90 hours total).

## Grading

Feel free to talk with me at any time to better understand my comments or to discuss your overall progress and success in the class.

- ★ **Participation: 20%** (Attendance, being on time for class, in-class participation, contributions to peer workshop and small group work, chapter check-ins located within the textbook, freewriting assignments, presentations, timely submission of ALL pre and post-conference worksheets, library research journal from the textbook, etc.)
- ★ **Journal Entries: 10%** Journal entries are assessed as a portfolio of informal writing created throughout the semester. Each journal is not graded individually; instead, the entire body of work spanning from entry 1-10 is assessed as a single text. To receive credit for the journal

entries you must complete all 10; if you do not complete all journal entries, you will receive zero credit.

- ★ **Annotated Bibliography: 10%** This assignment is not revised.
- ★ **Episode-Based Portfolio: 15%** Major Writing Assignments 1-3 are each worth 5% in pre-revision stage.
- ★ **Major Assignment #4: 15%** This assignment is not revised.
- ★ **Revision: 30%** (Major Assignments 1, 2, & 3) **If you do not submit a major assignment in the episode-based portfolio, the assignment is ineligible for revision credit.**

\*\*You must earn a C- in this class to be awarded credit

### **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.

### **Class Attendance/Absence Policy**

Students who are registered for a course but do not attend the first two class meetings may be required to drop the course. This rule allows for early identification of class vacancies to permit other students to add classes. Students not allowed to remain must complete a drop form or drop the course through CyberBear to avoid a failing grade.

### **If you know you will be absent for a class, contact me in advance.**

Students are expected to attend all class meetings and complete all assignments for their courses. I may excuse brief and occasional absences for illness, injury, family emergency, religious observance, cultural or ceremonial events, or participation in a University sponsored activity. (University sponsored activities include field trips, ASUM service, music or drama performances, and intercollegiate athletics.) I will excuse absences for reasons of military service or mandatory public service; please provide appropriate documentation (see below).

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious, or ceremonial event, the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus at the discretion of the instructor.

Students in the National Guard or Reserves are permitted excused absences due to military training. Students must submit their military training schedule to their instructor at the **beginning**

**of the semester.** Students must also make arrangements with the instructor to make up course work for absences due to military service.

### **Reasonable Program Modifications**

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and Disability Services for Students, which is located in Lommasson Center 154. The University does not permit fundamental alterations of academic standards or retroactive modifications.

### ***Class Absences***

More than two absences from a Tuesday/Thursday class will compromise your grade. Five or more absences from class will result in a failing grade. Here's the breakdown.

- 3<sup>rd</sup> absence: final grade drops one letter grade (example: A drops to B)
- 4<sup>th</sup> absence: final grade drops two letter grades (example A drops to C)
- 5<sup>th</sup> 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. Remember, however, that's 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 from a classmate. 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. 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 Policy**

- ★ Submitting work late is strongly discouraged. Not only will you lose credit for your work, you also risk falling behind in the course if you do not keep up with all assignments in a timely fashion.
- ★ All assignments are to be turned in during class unless otherwise instructed.
- ★ If you have valid reason for missing a deadline, please talk to me at least 24 hours *before* the assignment is due. In many cases, we will be able to work something out. If you hand in a late assignment without making prior arrangements with me, the assignment will be penalized one-third of a letter grade (a B will be changed to a B-, and so on) per day late.

- ★ Major assignments submitted late will not receive revision comments from me; tardiness will cause you to miss out on important feedback, which often impacts your final revision grade.
- ★ If you are absent the day an assignment is due you must contact me to discuss the situation—you are not automatically given an extension until 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. Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated.

### **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 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 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](http://www.umt.edu/vpsa/policies/student_conduct.php)

**All WRIT 101 students are required to review the Student Conduct Code then sign and submit the plagiarism acknowledgement form in the textbook.**

WRIT 101 Daily Schedule

(Subject to change! I will keep you updated in class, via email and/or on Moodle)

<b>Week</b>	<b>Day</b>	<b>Reading Due</b>	<b>Assignment Due</b>
1	Tue 8/31	None – Syllabus and Course Introduction	None
	Thr 9/2	Moodle: “Shitty First Drafts” (Lamott), “Freewriting” (Elbow), <u>Triple Divide</u> : “The Hanging Garden” (Reichelt)	None
2	Tue 9/7	<u>Guide to College Writing I</u> : Chapter One <u>Triple Divide</u> : “Paint My True Self” (Flanagan) and “Unwrap Me” (Grill)	<u>Guide to College Writing I</u> : 25 Things Invention Activity, and <b>Journal #1</b>
	Thr 9/9	<u>Guide to College Writing I</u> : Chapter Two Moodle: “You are Your Own Best Subject” (Wheeler) <u>Triple Divide</u> : “A Portrait of My Favorite Memory” (Schoening)	<b>Journal #2</b>
3	Tue 9/14	<u>Guide to College Writing I</u> : Chapter Three Moodle: “Composting” (Goldberg) <u>Triple Divide</u> : “The Laundry Room” (Hughes)	<u>Guide to College Writing I</u> : Web Identity and <b>Journal #3</b>
	Thr 9/16	Moodle: “A Braided Heart” (Miller) <u>Triple Divide</u> : “Written on the Wall in Stage Makeup” (Goodwin)	<u>Guide to College Writing I</u> : “Instructions to the Portrait Artist” (instructions on Moodle) and Audience Inventory <b>We will be doing a peer review workshop in class. Please bring a printed copy of your draft to class and your Guide to College Writing textbook.</b>
4	Tue 9/21	<u>Guide to College Writing I</u> : Chapter Four <u>Triple Divide</u> : “Biding My Time” (Alexander) Imagery Readings	
	Thr 9/23	<u>Triple Divide</u> : “Sobriety” (Flanagan)	<b>Major Assignment #1 and the Writer’s Memo</b>
5	Tue 9/28	<i>Elements of Style</i> <u>Triple Divide</u> : “Trophy Hunting” (Horn)	<u>Guide to College Writing I</u> : Revision Checklist
	Thr 9/30	<i>Elements of Style</i> <u>Triple Divide</u> : “Ending the Cycle” (Grill)	<i>Elements of Style</i> <b>Mini-Presentations Part 1</b> (See detailed instructions in <u>Guide to College Writing I</u> )
6	Tue 10/5	<u>Guide to College Writing I</u> : Chapter Five Moodle: “Letter from Birmingham Jail” (King)	<i>Elements of Style</i> <b>Mini-Presentations Part 2</b> (See detailed instructions in

			Guide to College Writing I)
	Thr 10/7	Moodle: Safran Foer, excerpt from <i>Eating Animals</i>	<b>Journal #4</b>
7	Tue 10/12	<u>Triple Divide</u> : “Grizzly Bears and the Endangered Species Act” (Robinson)	<b>Journal #5</b>
	Thr 10/14	No Class – Individual Conferences	
8	Tue 10/19	Moodle: “Monsanto’s Rise to Power” (Simonelli) and “Hunting for a Solution” (Guckian)	<u>Guide to College Writing I</u> : 1) Audience Inventory 2) Keeping Track of Sources Worksheet
	Thr 10/21	TBD	<b>In-Class Peer Review Workshop</b> – Please bring a printed copy of your draft to class.
9	Tue 10/26	Moodle: “Did NASA Fake the Moon Landing?” In-class debate	<b>Annotated Bibliography</b>
	Thr 10/28	Moodle: “Reclaiming National Identity through Music” (Alakija), “When Cultures Shift” (Brooks)	<b>Major Assignment #2</b> <u>Guide to College Writing I</u> 1) Pre & Post-Conference Worksheets 2) Writer’s Memo
10	Tue 11/2	<u>Guide to College Writing I</u> : Chapter Six <i>National Geographic</i> “Afghan Girl” photo In-class debate	<u>Guide to College Writing I</u> Revision Checklist and <b>Journal #6</b>
	Thr 11/4	Moodle: “How Today’s Toys May Be Harming Your Daughter” (Daly) and “domingos (Herrera)	<b>Journal #7</b>
11	Tue 11/9	<u>Guide to College Writing I</u> : Chapter Seven Logical Fallacies Workshop	<b>Journal #8</b>
	Thr 11/11	Veterans Day – No Classes	None
12	Tue 11/16	Moodle: “The College Decision: Historically Black and White” (Hunter)	<b>Journal #9</b>
	Thr 11/18	Moodle: “The Achievement of Desire” (Rodriguez)	<u>Guide to College Writing I</u> : Audience Inventory
13	Tue 11/23	TBD	<b>Major Assignment #3, Conference Worksheets, and Writer’s Memo</b>
	Thr 11/25	Thanksgiving Holiday – No Classes	None
14	Tue 11/30	<u>Guide to College Writing I</u> : Chapter Eight	<b>Journal #10</b>
	Thr 12/2	TBD	<b>Episode-Based Portfolio</b> : Major Assignment #4 & Revisions of Major Assignments #1, 2, & 3, <u>Guide to College Writing I</u> : Episode Portfolio Checklist



15	Tue 12/7	TBD	TBD
	Thr 12/9	Last Day of Class	TBD

### **Episode-Based 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.