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WRIT 101.50: College Writing I

Blake M. Sherman

University of Montana, Missoula, blake.sherman@umontana.edu

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COLLEGE WRITING 101

SPRING 2021

Instructor: Blake Sherman

Office Hours: By appointment on Zoom

WRIT 101.50C CRN 32163

blake.sherman@umt.edu

<https://umontana.zoom.us/j/4107487408>

COURSE TEXT (REQUIRED)

The St. Martin's Guide to Writing Short 12th Edition Axelrod and Cooper.

Available at the UMT Bookstore

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 (LOCAL/GLOBAL PAPERS)**, 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 LEARNING OUTCOMES

As the Introductory Writing course, we focus on those skills and outcomes necessary to succeed in both your future writing designated classes and all your future writing situations. We will specifically focus on the following learning outcomes:

CRITICAL THINKING

- Engage in inquiry as a means of learning, particularly by using strategies like exploration, explanation, evaluation, and reflection as interrelated means of inquiry
- Understand the collaborative and social aspects of learning
- Appreciate the challenges of communicating effectively across differences

READING, RESEARCH, AND WRITING PROCESS

- Develop multiple, flexible strategies for writing, particularly inventing, drafting, and copyediting
- Learn to give and receive feedback on written texts
- Understand reading as a recursive transaction between a reader and a text
- Understand research as a process of gathering, assessing, interpreting, and using different data to compose texts
- Use a variety of technologies to facilitate research and drafting

KNOWLEDGE OF CONVENTIONS

- Use documentation appropriately and demonstrate an understanding of the logic of citation systems, especially MLA
- Control punctuation, grammar, syntax, and spelling

REQUIRED TECHNOLOGY: CAMPUS E-MAIL ACCOUNT, MOODLE, ZOOM

Please activate your campus e-mail account right away. Every student is issued a university e-mail account, and there is no cost. You can also download Microsoft Word for free using your student email.

This course requires essential computer skills so that you can access email and negotiate Moodle and Zoom. **Early in the semester, UM offers a number of Moodle workshops. If you are unfamiliar with Moodle, Zoom, or if you have limited computer experience, please attend these workshops. You can also find information at [Keep on Learning](#).** 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

WRITING

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 share draft copies 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 detailed comments focused on suggestions for revision.

PROCEDURAL BASICS FOR WRITING

1. Complete all reading and writing assignments on time. Be sure that all assignments (except for in-class work) are word-processed.
2. Use the following format for submitting 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 (and only 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, on your laptop/desktop, on a USB drive, and/or online

PAPER AND FILE FORMAT

Submitting assignments will be done electronically via Moodle. All assignments must use appropriate MLA format including, Times New Roman 12 pt font, standard double space, and one inch margins. 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).

Documents submitted that do not use the proper format will not be graded and the assignment will receive a zero.

GRADING SUMMARY

Community Profile:	20%
Local and Global Assignments	20%
Annotated Bibliography	5%
Identify an Issue	10%
Community Presentation:	5%
Community Proposal:	20%
Revision	10%
Homework, Discussion Boards, WPCSC visits, etc.	10%

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

This class is asynchronous. That means that we do not have a specific meeting time. That said, the due dates and deadlines are strict and must be followed.

Discussion Boards take the place of an attendance grade, as do other weekly assignments/tasks. If you do not meet deadlines, you will not receive a grade for that assignment. If you miss multiple deadlines, you may be ineligible to pass the course.

You must practice efficient time management and follow the schedule to complete assignments and earn a passing grade.

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. Deadlines are not negotiable after you've missed them.**

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)

Please read over the [Student Conduct Code](#) for Missoula College and the University of Montana's specific policies regarding Academic Integrity.

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.

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](#).

FOOD AND HOUSING INSECURITY

Any student who is struggling to access food or housing and believes this may affect their academic performance is encouraged to contact the UM Food Pantry at umpantry@mso.umt.edu or [ASUM Renter Center](#) at rentercenter@mso.umt.edu or 243-2017 for support. In addition to the UM Food Pantry in the UC West Atrium, Grizzly Cupboards can currently be found on the Missoula College Campus in room 430, Trio Student Support Services in Lommasson Center room 180, the VETS Office at 1000 E. Beckwith, and at AISS in suite 113 of the Payne Family Native American Center.

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.

Diversity, Equity, and Inclusivity

Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the Office of Inclusive Excellence for Student Success, which provides student support for BIPOC and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the Equal Opportunity.

RESOURCES FOR STUDENTS (PLEASE READ CAREFULLY)

We cover some intense topics in this course. Many students find the material relatable and perhaps distressing. I want to let you all know that there are services on campus you can access to help support you if you find yourself struggling.

CURRY HEALTH CENTER COUNSELING: Curry Health Center Counseling addresses the personal, behavioral, and mental health needs of UM students. They have licensed counselors and psychologists, as well as advanced graduate students. Individual appointments are \$25.00 and your initial consultation is free if you have paid the health fee for the semester. (If you have not paid the fee, you can pay at any time in the semester to access Curry.) You can call them at **243-4711**, and you can visit their website: <http://www.umt.edu/curry-health-center/Counseling/default.php>.

STUDENT ADVOCACY RESOURCE CENTER (SARC): SARC provides **free** and **confidential** support and brief counseling services for students who have experienced gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC. SARC is located in Curry Health Center, Room 108, their number is **243-4429**, and their website is <http://www.umt.edu/student-advocacy-resource-center/>. Students are also welcome to call their 24-hour support line (406) 243-6559.

TITLE IX: Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In accordance with Title IX laws, all employees at The University of Montana are considered “**Responsible Employees,**” which requires me to report incidents of gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking) to the Title IX Coordinator, **Alicia Arant (243-5710, eoaa@umontana.edu, University Hall, Room 006)**. Please know, I will work with you when I do this. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.