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WRIT 101.09: College Writing I

David M. Barrett

University of Montana, Missoula, dave.barrett@umontana.edu

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Writ 101: Composition I

Spring Semester 2022

Name: Dave Barrett
Office: MC 313
Office Hours: By Appt.

Mailbox:
Phone:
Email: dave.barrett@mso.umt.edu

"A learned person will become noble only when he or she has put into real practice what has been learned, instead of just mere words." ---Dalai Lama

"The question is not what you look at, but what you see." --Henry David Thoreau, journal entry for August 5, 1851

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 essay*, an assignment that asks you to resist any immediate conclusion about your community and to truly explore difficult questions and possible answers. The assignment includes research of both local and national sources and leads to the selection of a community issue. It then leads to additional questions about that issue, and, finally, to possible answers to the questions from multiple points of view. It is truly an exploration without any expectation of determining a thesis or supporting the thesis. Instead, it narrates the process of exploratory research and assessment of sources.

From there, you will create a *causal argument presentation*. This argument looks specifically at two or three causes of the issue/problem as it occurs locally, determines the primary cause, and argues for it. You can base some of this argument on the research completed for the exploratory essay, but new research should be conducted that looks directly at the primary cause of the problem. 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.

At some point in the semester, you will be required to revise one of the essays 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.

COURSE TEXT:

*The St. Martin's Guide to Writing, 12th ed., Bedford e-book, Axelrod and Cooper.
(or paper copy)*

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. *You will need to activate your email before you can access Moodle.*

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.

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 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
 - Instructor's Name
 - Date
 - Double-space the text
 - Use one-inch margins
 - Use a standard 12-point font & Times New Roman
 - Number all pages in the upper right hand corner starting with page 2
 - Use a works cited page as needed
3. Keep copies of all your work, as hard copy and on CD, disk, or memory card
4. Save everything in your working portfolio.

GRADING SUMMARY:

Community Profile:	20%
Exploratory Essay & Annot. Bib:	25%
Causal Argument Presentation:	15%

Final Proposal:	20%
Revision	10%
Homework and Quizzes	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:

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.

T/R classes

More than two absences from a T/R class will compromise your grade. Five or more absences from a T/R class will result in a failing grade.

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:

The University of Montana is committed to providing equal access to programs for students with disabilities. [Disability Services](#) promotes an accessible learning environment and provides services to students with disabilities. The office also advocates responsibility for an accessible and hospitable learning environment through the removal of informational, physical, and attitudinal barriers. For more information, call (406) 243-2243.

Academic Support Services:

We believe that all students can succeed if they put their minds to it. The [Academic Support Center](#) offers a variety of services to help students reach this goal. ASC 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.

- Tutoring
- Retention Support
- COMPASS Testing (free of charge)

The Mansfield Library and the Writing Center are also both excellent resources for researchers and writers. You may be asked to participate in a session on library research and take a draft of a paper to the Writing Center for feedback. Experienced writers do not hesitate to seek out second readers of a draft, and the WC is a great resource.

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.

Covid19 Protocol:

Dear Colleagues,

Today's update features a set of Frequently Asked Questions (FAQ) developed by the COVID Response Team, UM's Legal team, and the Instructional Planning Group. I'd like to express my deep gratitude to Nathan Lindsay, Vice Provost for Academic Affairs, Zach Scott, Associate Legal Counsel, and Paula Short, Associate Vice President, Campus Operations, Preparedness and Response for leading efforts to develop the following guidance.

FAQ related to fall 2021 instruction

1. In relation to COVID-19, where can I find general guidance about Fall 2021 instructional plans?

These guidelines are outlined on the [Deliver Quality Instruction](#) webpage of the UM COVID Operation Plan.

2. Are masks required in classrooms and academic laboratory spaces?

Yes. Mask use is required, regardless of vaccine status, in all UM classrooms and academic laboratories, including computer labs. All faculty members should announce this requirement to their students on the first day of class and include a reminder in the course syllabus.

3. Are masks required in any other spaces at UM?

UM is asking everyone to wear masks in all indoor public spaces on campus. There are some additional areas, beyond classrooms and labs spaces, which **require** masks. There will be signs to indicate areas where masks are required.

4: Can I require others to wear a mask while in my personal office?

Yes. Personal offices, while UM property, are not publicly accessible spaces. An office holder may refuse entry to a person that has declined a polite request to wear a mask in such spaces. An office holder may not, however, require others that share office common spaces (e.g., an office suite) to wear a mask. UM recommends that faculty keeping student office hours set such expectations with their students early in the semester, preferably by incorporation into the syllabus. Faculty should be sure to include options for alternative plans (i.e. Zoom appointments, meeting outside or in other spaces) to ensure students can still meet with faculty.

5. As a faculty member, do I have the authority to waive the mask requirement in my classroom or lab?

No. A faculty member may not waive the mask requirement unless there is a bona fide reason that masking will interfere with the provision or quality of the academic lesson or experience. In such cases, the faculty member should limit the period of time that masks are not used to the minimum necessary to achieve the instructional goal.

6. How long will this masking requirement remain in effect?

The indoor masking requirement described above will remain in place until at least September 20, at which point the need for further, or reduced, mitigation practices will be re-assessed in collaboration with local public health officials and UM's COVID-19 Response Team (CRT).

7. Should we anticipate social distancing protocols and, if so, how will they differ from past recommendations?

No. Formal social distancing protocols will not be utilized this semester. However, if there is additional seating in a classroom, students can be encouraged to sit farther apart from one another.

8. Do I need to have a seating chart and keep class attendance?

Yes, where maintaining consistent distancing of 6 feet or more is not possible, seating charts and keeping attendance are necessary for contact tracing purposes.

9. Is the COVID-19 guidance to faculty teaching large classes (i.e., more than 50 students) different from the guidance regarding smaller seminars or classes?

No. COVID-19 instructional guidance for classrooms is the same, regardless of the size of the class.

10. Do I have the discretion to change the modality of my course?

No. Faculty members must work with their dean to determine if a change in course modality is appropriate.

11. What is the procedure for seeking ADA-related teaching/working accommodations?

As shared earlier this summer, all telecommuting agreements (including those not related to or resulting from COVID-19) **must** be updated using a [new form available on the HRS website](#) that requires annual evaluation and renewal. Employees must work with their supervisor to complete a new form if their work location will continue to include

a remote location. Requests or questions regarding reasonable accommodations should be directed to Human Resource Services.

12. Am I required to provide accommodations for students who request (or cannot attend) a face-to-face class?

- As UM returns primarily to face-to-face classes, it's anticipated that most students will be attending classes in person. If a student requires a COVID-related accommodation in order to safely attend, they should be referred to the [Office of Disability Equity](#) (ODE) (formerly Disability Services for Students). ODE will work with the student and their advisor on a case-by-case basis.
- The feasibility of providing a Zoom link for a face-to-face class will depend upon the technology in the classroom, as well as the instructional nature of the class. Faculty are not required to provide a Zoom link for an in-person class, but should find an appropriate way to share instructional materials with student who have accommodations, using Moodle, for example. (Every course this semester has a Moodle shell.) Faculty are encouraged to be flexible and accommodating.
- If you choose to record a class using any technology (Zoom, audio, etc.) you must notify students that a recording is taking place.

13. Do I need to provide support for students who are in quarantine and isolation?

Yes. Just as you would pre-COVID, for any student who needs to miss class for a medically-related reason, it will be important to work with the student on how best to help them stay current in class and make up any missed assignments, tests, etc.

14. Am I allowed to ask students or colleagues if they are vaccinated?

No. Please refrain from asking about others' vaccination status. All people have a right to keep their personal medical information, including vaccination status, private.

15. Is there syllabus language about COVID-19 I should share with students?

In an effort to communicate expectations and important safety messages to students returning to the classroom, the following important information should be communicated to in-person students on the first day of fall class. This information can also be included in course syllabi. Please note the bullets below are written with a student audience in mind (the "you" being students):

- Mask use is required within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. (Add specific information about how you,

as the instructor, will continue providing course materials to students in quarantine or isolation.)

- (If instructors are comfortable sharing or including this) UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.
- (If applicable) Mask use is required in vehicles when traveling to field sites as part of class/fieldwork.
- (If applicable) Please note this class is being recorded. Notifying students is a requirement if this is the case.

Please be advised that the guidance provided in these updates may change or appear to be contradictory from week to week; we'll always base the information we provide on the most current guidance from the Missoula City-County Health Department (MCCHD) and CDC. In addition to these email updates, please visit the [UM Coronavirus website](#) for updated information. For the official guidance on instruction, please visit the [Deliver Quality Instruction](#) portion of the [COVID Operations Plan for 2021](#).

We acknowledge that there are still many variables at play in the health trends and recommended practices in our state, region and country. We will continue to work closely with public health officials to monitor the situation and adjust as needed. If you have questions, please contact me at officeoftheprovoast@umontana.edu.

Sincerely,

Reed Humphrey, Acting Provost and Vice President for Academic Affairs

This message was sent by the Office of the Provost to all UM faculty, staff, and administrators.