COURSE IDENTIFICATION:
WRT 101: Writing I (25276)

Meeting times: Friday 8:30am-12:50pm
Meeting room: East Campus. Room E1 101

TEXTBOOKS: “Writing 101” (The Composition of Everyday Life)
If you get a different edition, I cannot guarantee pages and readings are identical.
Flash drive (Make hard copies of everything you save)

Homework: I expect you to take notes of all the material read for class. You should type all assignments.

Useful Websites: www.ablongman.com/faigleyhandbook2e
http://mycomplab.com
www.m-w.com/dictionary
www.chompchomp.com
www.noodletools.com (go to mla starter and create an account)
www.fastweb.com
www.freerice.com
http://grammar.quickanddirtytips.com/

INSTRUCTOR: Carmen Amavizca
Telephone 206-7689 (leave a message)
Fax 206-7622 (make sure to leave a voicemail)
Email Address – camavizca@pima.edu

*If you email me, please write your class time and day of the week in the subject heading. (If I don’t respond, I did not receive.)

Office Hours: Before and After Class
Or
By Appointment

PREREQUISITES: WRT 100 or satisfactory score on writing assessment.

RECOMMENDATION: Word Processing Skills AND access to internet

TIME COMMITMENT: ABOUT 19 HOURS OF HOMEWORK plus 20 Hours of Study Group, which means students will do 4 hours extra meeting with classmates online or in person and almost 4 hours of writing and reading for class assignments. Students who make this commitment usually get an A or B as the final grade.

COURSE DESCRIPTION: Make me believe it. Prove what you believe. Learning to communicate your point of view is an essential skill in any facet of life. Writing
101/107 is a composition course for transfer credit. Students learn to write about topics they are interested in sharing. It is designed to assist students in developing an understanding of different rhetorical strategies, approaching writing as a process, organizing and presenting their thoughts in a clear, and systematic convincing way using MLA format. Introduction to the principles of good writing, including writing college-level essays with emphasis on the techniques and practice of argumentation is emphasized. Embracing the process of writing is a major emphasis for this course. Workshopping drafts of your essays with classmates will be an integral feature of each unit. This course takes a skill-building approach that sequences assignments from simple to complex as students enlarge their repertoire of argumentative moves, directing their arguments toward more resistant audiences and working with different types of claims.

COURSE OBJECTIVES:  Rhetorical Knowledge, Critical Thinking, Processes, Conventions.

1. Conceive ideas about a topic for the purpose of writing.
2. Utilize the basic steps in the writing process to produce an effective paper using a variety of rhetorical strategies appropriate for developing argumentative essays.
3. Improve writing by restructuring, editing, and participating in peer evaluation/rhetorical analysis.
4. Incorporate outside resources to support ideas and format papers using MLA format.
5. Improve on grammar weaknesses through error analysis.
6. Students will review sentence construction and grammar usage for developing writing skills.
7. Students will develop skills in expressing oneself in writing.

ATTENDANCE/TARDINESS:
Absences from class are counter-productive to learning. Attendance is a primary importance in a writing class because you learn to write by writing and having a chance to get feedback in class. You will be writing during every class session. Due to the small number of classroom hours allotted to this course, attendance is imperative and will be measured in hours rather than classes. Attendance will be taken each class period; late arrivals and early departures will be counted as hours absent. Any student who misses a total of five hours or one class period will receive an F for the class.

If an assignment is due a day you are late, you are responsible for getting that assignment in on time, if not, it will be considered late. If I give an assignment while you are out of class, I will not inform you. It is your responsibility to ask your peers for the information you missed.

EXPECTATIONS: Pay attention and come prepared: No texting or computer entertainment!!!! All essays must be submitted in order to pass the class; incomplete grades will not be given. You will submit a Portfolio at the end of the 5 weeks, which will include all your writing assignments with drafts that show Workshopping: feedback and Revision technique. Every essay expects you to use the writing process. For each writing assignment, you will need to include a self analysis of your strengths and weaknesses in writing the essay.

"In order to create, you must take the bad with the good. You are bound to write many bad paragraphs
Students are expected to have homework assignments completed before class. All homework assigned must be typed using complete sentences. Participation involves sharing your work. You must be here to be able to share your work and receive credit. No late assignments are accepted. Writing assignments will be given in class and as homework. All writing assignments must be typed and double-spaced. You are expected to keep all your work because I have grades only on my computer and disk. If there is a crash, and I lose all your grades, I will be unable to give you a grade. If you have difficulty using a computer or accessing internet services, please see me immediately, so we can make other accommodations.

"Learning is not a spectator sport." Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For our class, you are expected to come to class "prepared" and "ready to learn," which requires you "to read" and "to study" the assigned reading "before" you come to class. Being prepared for class enables you to construct a knowledge base on which subsequent learning rests.

"Community of Learners” We are a group of individuals with unique strengths and weaknesses. I expect you to be a leader as well as a good student. Humans learn by working together building ideas from each other. It is important for you to take criticism as well as provide constructive criticism.

"The Art of Revising” The reader has the right to react and to decide what needs to be revised. The writer gets to decide what to do about the feedback. The writer does not have to follow the advice but should listen openly. The writer should decide before asking for peer review, what kind of feedback they would like to receive.

The Peer Reviewer will explore independent thinking using the strategies and skills learned in class to provide your classmates with meaningful feedback to enhance the quality of the writing; thus, enabling your peers to produce a better grade.

“Interaction and Collaboration” During our class, we don’t “cover” content, which means I talk less to get you to talk about what you are learning. You will be engaging in Learning Tasks (out of class and in class) that require you to (a) use a variety of reasoning strategies to address issues and problems, and (b) write reflectively about what you are learning, how it relates to what you already know about the content, and how it relates to your life.

STUDENT RESPONSIBILITIES:

- Come prepared to class-read assigned material
- Share ideas with each other
- Help each other develop thinking/writing skills
- Participate in class discussions (don’t wait to be called upon)
- Take notes of reading and lectures
- Use constructive criticism when revising (provide useful, honest feedback)
- Take risks
- Listen and Respect classmates during discussions

COURSE REQUIREMENTS:
1. **Papers** - Students will write out-of-class and in-class papers in a variety of genres including a research paper.

2. **The writing process** - Students will develop their papers by using prewriting, drafting, revising, and editing. Collaborative writing, peer critiquing workshops, and writing exercises will also be significant parts of the course.

3. **Preparation of papers** – All papers will be typed and formatted according to the guidelines of Modern Language Association (MLA) as described in any Handbook. **Do not use a title page.** Use Times New Roman, 12 Font, and Double-space all papers.

4. **Late work** - No late work is permitted.

5. **Plagiarism** - Misrepresenting another's work as your own is a serious offense and will result in failure for an assignment and/or perhaps even the course. (use turnitin.com)

   For the purpose of this class, plagiarism is:
   1. Four or more consecutive words taken directly from a source without being placed in quotation marks and without citing the source.
   2. Blatantly using another writer’s ideas without attribution.
   3. Incorporating someone else’s phrase as your own.
   4. Submitting writing assignments that are not your own.

6. **Mechanical revisions** - If your paper contains major errors in usage, grammar, mechanics, I will not grade it. I will ask you to redo it and resubmit it before the end of the week. I will NOT mark every error, but indicate the areas that need improvement. Of course, I will be available to help you determine and correct these errors. This is not a guessing game, but a learning experience.

7. **Portfolio** - includes Process assignments, workshop drafts, Revision technique and final draft with an analysis of writing skills. You will also include the five grammar summaries.

8. **CONTACT HOURS:** (this is not part of your homework time)

   You will need to keep a log showing contact time of 4 hours per week, which you need to meet with peers, instructor, or experts. **You are expected to see or email your instructor regarding a question or lesson of the week every week.** This insures me you are staying on task with the class assignments and not waiting until the last minute. Last minute students do not do well in this format. You will meet with your study group for peer evaluations and concerns with the week’s assigned essay. Do not wait until the last day to contact your peers and instructor. I can only meet with you during my office hours, so please speak to me early if special accommodations are needed.

**GRADE DETERMINATION:**

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<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>Portfolio</td>
<td>50%</td>
<td>100%-90% = A</td>
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<tr>
<td>Rough drafts/peer evaluations</td>
<td>20%</td>
<td>89%-80% = B</td>
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<tr>
<td>Homework/Exercises and quizzes</td>
<td>30%</td>
<td>79%-70% = C</td>
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<td>69%-60% = D</td>
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OTHER GRADES
The Grade of “W” designates a general withdrawal (official) and may be given by the instructor at the end of the term if the student submits a request in writing explaining the circumstances. It is the student’s responsibility to withdraw officially from the course. A “W” has to be initiated by the student by filling out a withdrawal form. This needs to be done before the official withdrawal deadline. Students who stop attending class and do not withdraw from the class officially will receive an F at the end of the semester.

STUDENT SERVICES: Students receive support in advising for academic or personal concerns. It is an open door policy or you may make an appointment to see a specific person. Call 206-7662.

Librarians are our greatest asset at Pima Community College. They know everything and will be more than happy to help you find the right information to guide you in your goal. Make sure to stop over at the East Campus library for assistance whenever you need or want to find information.

ADA STATEMENT: Pima Community College provides reasonable academic accommodations to those students who qualify under the Americans with Disability Act (ADA). Appropriate medical documentation will be required to determine eligibility. Please contact the campus Disabled Students Resource (DSR) office at 206-7699 to begin the accommodation request process.

MY PIMA: Every student who registers at Pima receives an email account. Your email address is connected to my class, so I can send messages to the entire class. Students can access any service through Pima using My Pima portal (206-4900)

STUDENT CODE OF CONDUCT: http://www.pima.edu/studentserv/studentrights/student-conduct/index.shtml

SYLLABUS: *This is a tentative syllabus that may be changed depending on the students’ needs. I will let you know of changes ahead of time. Extra readings from textbooks may be assigned in class.

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<th>DATE</th>
<th>LECTURE</th>
<th>HOMEWORK due the following week</th>
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| First Day  | Introduction to Class and Classmates  
• MyPima/syllabus review  
• Post something unique about yourself on the message board  
Basic Writing Skills, Writing Processes, and Guidelines  
Concepts to Define (textbook)  
Narrative vs Memoir  
Reading Analysis for rhetorical tools  
Contact Logs - Formation of Groups  
Share your strengths and Weaknesses  
Who will help who, how? | (Attach a picture or symbol to your story)  
• Read Writer’s Voice 42-43  
Do Analysis in Chapter 2 regarding Narrative. Use your responses to incorporate new details to your narrative  
• Read and incorporate Rhetorical Tools  
• Rewrite your thesis and include in opening  
• Read and incorporate Organizational Strategies  
Peer Workshopping (4 contact hours)  
• Peer Review: Answer Q 1-10 (at least one person)  
• Using Vitality section p 44-45 provide changes to peer’s paper |
| Narrative Writing Assignment - Revise Using Guidelines | Read chapter 12 on “Thinking Radically”  
Take notes on categories for Invention Section in the assigned chapter reading.  
Read Essay, “Unemployed, Working Hard”  
Answer Q-Writing Strategies and Writing Ideas  
Do Outside Reading on your choice of article  
Answer questions 1 and 2 for Outside Reading. |
|---|---|
| 2nd Week | Review chapter 12  
Determine topic for Radical Essay and develop essay using sections.  
Carefully Read Organizational Tools in chapter and revise ideas for essay.  
Peer Workshopping  
Develop Radical topic from Chapter:  
  - Rhetorical analysis on a peer’s draft  
  - Answering Questions to Peer Review p184  
  - Evaluation of Effective Word Choice  
  - PIE-philosophical paper  
Self Reflection on Narrative |
| Narrative Revision Technique  
Rhetorical Analysis  
“Unemployed, Working Hard”  
- Creative/Critical Thinking/Writing  
- Developing Support and Paragraph Development-
  - Learn Mapping  
- Identifying Topics for Radical Essay  
Decide on a topic to develop a rough draft  
Grammar: Effective Word Choice  
Making an impact |
| 3rd Week | Read Chapter 7: Making Arguments  
Finding 10 sources related to topic:  
Find articles on your topic for your argument essay.  
Do outline of Argument  
Review Chap 7/Public Resonance  
Define support strategies you will use  
  - Develop Rhetorical Tools for each strategy  
  - Develop details for each bullet  
Workshopping  
  - Revise Radical Essay  
  - Identify Strengths and Weaknesses  
  - Revise passive sentences  
Identify your Thesis:  
  - Claim, Reason, and Warrant,  
Read for Understanding: Chapt 13-Evaluate Sources-primary vs secondary |
| Read a peers conceptual paper and add details to develop essay(FRIED/PIE)  
Powerful Introduction and conclusions  
**Field of Study for Argument Essay with Research**  
  - Brainstorm topics related to field of study  
  - Brainstorm issues/concerns in study  
Research Sources to support issue  
Framing your Argument-thesis p280  
Grammar: Active/Passive Voice  
Vitalizing verbs |
| 4th Week | Review Comma Rules  
Identifying Writing Strategies used in Argument  
Workshopping: Developing peers’ paper  
  - Discuss peers argument using sections(writer takes notes of discussion)  
  - Identify appeals used  
  - Relate assumptions, counterarguments |
| Revision Technique  
Outline-Conferences  
Convincing Support for Argument  
Research in Class  
  - MLA Handout  
Annotated Bibliography |
<table>
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<th>5th Week</th>
<th>10sources</th>
<th>Contact Hours-Peer Evaluations, Visiting community sites, interviewing experts,</th>
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<tr>
<td>Grammar: Comma Usage</td>
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<td>It isn’t a State of Being</td>
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<td>and concessions</td>
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<td>• Respond to each other using Public resonance</td>
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<td>• Edit Comma errors</td>
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<td>5th Week</td>
<td>Annotation Revision Technique</td>
<td>Peer Workshopping</td>
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<td>Webbing multiple voices for Argument Work on</td>
<td>❖ Using the Logical Fallacies, critic argument by revealing weaknesses</td>
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<td>❦ Components</td>
<td>❖ MLA format</td>
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<td>❦ Building</td>
<td>❖ Provide feedback to intro/conclusion</td>
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<td>❦ Revisions</td>
<td>❖ Answer questions in Peer Review section, Chapter 6</td>
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<td>Conferences-Strengths and Weaknesses</td>
<td>Submit Portfolio</td>
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