"In order to create, you must take the bad with the good. You are bound to write many bad paragraphs along with the good ones. ...getting to the good is a process that includes mistakes and mess." Eric Maisel

**COURSE IDENTIFICATION:**
WRT 101: Writing I (31134)

Meeting times: Thursday **5:40pm-10:00pm**
Meeting room: East Campus. Room E1 101

**TEXTBOOKS:**
The Composition of Everyday Life
MyComplab (purchase online with credit card)
Diskette (bring to class) or Flash drive (Make hard copies of everything you save)

Useful Websites:
www.ablongman.com/faigleyhandbook2e
http://mycomplab.com
www.m-w.com/dictionary
www.chompchomp.com
www.dictionary.com
www.noodletools.com (go to mla starter and create an account)
www.fastweb.com (State Lora Wineinger as the person who referred)
http://grammar.quickanddirtytips.com

**INSTRUCTOR:** Carmen Amavizca
Telephone 206-7689 (to 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 weekly 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.

A creative, critical thinker, writer is one who produces any original composition for self expression showing abilities to clearly express thoughts, demonstrating good, solid judgments obtained from synthesis, evaluation, and analysis that are purposeful for the audience (reader). The verb krino means to choose, decide or judge.

**Characteristic traits to develop students as an individual, student, and writer.**

1. Conceive ideas with new perspectives for the purpose of writing
2. Develop descriptive writing tools.
3. Enhance sentence structure to develop complex ideas.
4. Participate and take risks in classroom discussions to create innovative ideas.
5. Utilize the basic steps in the writing process to produce an effective paper using a variety of rhetorical strategies appropriate for developing argumentative essays.
6. Improve writing by restructuring, editing, and participating in peer evaluation/rhetorical analysis.
7. Show analysis of ideas by incorporating outside resources to provide evidence of ideas, and format papers using MLA format.
8. Improve on grammar weaknesses through error analysis.

**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!!!!!!
All essays must be submitted in order to pass the class; incomplete grades will not be given. Essays are due on Wednesday by 10pm by email.
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. Each class session will begin with a mini grammar lesson, which will be expected of you to use correctly in your writing assignments. Writing assignments will be given in class and as homework. All writing assignments must be typed and double-spaced. All papers receiving a grade below 70% should be revised and rewritten. I must have rewrites done no later than Friday by 5pm of the same week. I will need to have weekly essays via email by Wednesday night, no later than 10pm, so you may use my feedback to improve your next writing assignment. Please email it using a Word Attachment. 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 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 your 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 the Brief Penguin Handbook. **Do not use a title page.** Use Times New Roman, 12 Font, and Double-space all papers.

4. **Late work** – No late work allowed

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.

   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. **Grammar Chart** - You will be required to work on your grammar weaknesses and provide proof you have mastered the grammar skill by showing grammar exercises and writing a summary of the skill.
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>Grade Determination</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Final Drafts</td>
<td>50%</td>
<td>A</td>
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<tr>
<td>Rough drafts/peer evals</td>
<td>20%</td>
<td>B</td>
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<tr>
<td>Homework/Exercises and quizzes</td>
<td>30%</td>
<td>C</td>
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69% - 60% = D

59% - below = F

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:
If you have a disability that requires special accommodations, you are strongly urged to tell the instructor at the beginning of the term so that reasonable accommodations can be made in a timely manner. You must also see the DSR specialist to have your disability documented for accommodations (206-7699).

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. Since this is a new system, we will decide as a class whether we use this portal or if we use my message board. Students can access any service through Pima using My Pima portal (206-4900)
Deciding on a Career: You should have a career that you plan to pursue identified by the end of your second semester. Your career will determine your major or program of study, and what courses you need to take while at Pima. If you are undecided or having trouble figuring out a career that is a good match for you, get some help. Stop by the Career Center or Information Desk in Building L. Ask for written material, or to see an advisor or counselor. Try going to www.pima.edu. Click “Student Resources.” Click “Career Services.” Click “Career Resources.” This will get you to a number of helpful websites. Call 206-7662 to talk to an advisor or counselor with any questions.

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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<tr>
<th>DATE</th>
<th>LECTURE</th>
<th>HOMEWORK</th>
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<tr>
<td>First Day</td>
<td>Introduction to Class and Classmates</td>
<td>Rewrite Narrative using EB White’s techniques</td>
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<td>“Everything is an Argument”</td>
<td>(Attach a picture or symbol to your story)</td>
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<td>Basic Writing Skills and Writing Processes</td>
<td>Read Writer’s Voice 42-43</td>
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<td>Contact Logs-Formation of Groups</td>
<td>Do Analysis in Chapter 1 regarding Narrative</td>
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<td>Share your strengths and Weaknesses</td>
<td>(28-30) Use your responses to incorporate new details to your narrative</td>
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<td>Who will help who, how?</td>
<td>✤ Read and incorporate Rhetorical Tools p 36-37</td>
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<td>Introduce MyPima</td>
<td>✤ Review p 34-35: Rewrite your thesis and include in opening.</td>
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<td>Narrative Writing Assignment -Revise</td>
<td>✤ Read and incorporate Organizational Strategies p 38-40</td>
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<td>Using Guidelines p 26</td>
<td>Peer Workshopping (4 contact hours)</td>
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<td>✤ Peer Review: Answer Q 1-10</td>
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<td>(at least one person)</td>
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<td>✤ Using Vitality section p 44-45 provide changes to peer’s paper</td>
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<td>Do 5 Grammar Weaknesses using MyComplab or other websites.</td>
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<td>Read chapter Analyzing Concepts</td>
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<td>Take notes on categories for Invention Section</td>
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<td>Reading: “In Praise of the Humble Comma”</td>
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<td>“What is Means to Be Creative”</td>
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<td>“Why We No longer Use the “H” Word”</td>
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<td>Reading: “How to Say Nothing in 500 Words”</td>
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<tr>
<td>Week</td>
<td>Assignment</td>
<td>Notes</td>
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| 2nd    | **Grammar Review**  
Analyzing Concepts –Discussion on Readings  
Effective Word Choice  
Developing Support and Paragraph Development-PIE | Continue to work and review grammar weaknesses.  
Review chapter 4 and carefully Read  
Organizational Tools in chapter and revise ideas for essay.  
Peer Workshoping:  
- Rhetorical analysis  
- Answering Questions to Peer Review  
- Evaluation of Effective Word Choice  
**Conceptual Issue Essay emailed night before class.**  
Read Chapter 6: Making Arguments  
Readings: No assigned reading from text do “Outside Reading” p 272 |
| 3rd    | **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  
Define Plagiarism  
Framing your Argument-Thesis p280  
Do’s and Don'ts in Writing | Review Chap 6 Public Resonance  
Define support strategies you will use p282-286  
- Develop Rhetorical Tools for each strategy p 283  
- Develop details for each bullet 284-286  
Finding 10 sources related to topic  
Responding to Arguments: Chapter 7 Readings  
Workshopping  
- Select one Reading  
- Answer q to Writing Strategies  
- Share with group  
- Identify what strategies would work for you.  
Thesis: Claim, Reason, and Warrant,  
Read for Understanding: Chapt 13-Evaluate Sources-primary vs secondary  
**Do Self Evaluation on Narrative and Conceptual Essays. Make sure you have a new final draft after my feedback.** |
| 4th    | **Convincing Support**  
Research in Class  
- MLA Handout  
Annotated Bibliography  
- 10sources  
- Summaries/ | **Annotations Due the night before class.**  
**TBA**  
Identifying Writing Strategies  
Peer Workshoping  
- Using the Logical Fallacies p290, critic argument by revealing weaknesses |
<table>
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<tr>
<th>5th Week</th>
<th>Diagnostic Exam 2</th>
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<tr>
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<td>Work on</td>
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<td>- Components</td>
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<td>- Building</td>
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<td>- Revisions</td>
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<td>Conferences-Strengths and Weaknesses</td>
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**Contact Hours** - Peer Evaluations, Visiting community sites, interviewing experts,