



Gladish WRT 101 10886 FALL10
Course Syllabus
WRT 101
17 pages
Revised 9/18/09

INSTRUCTOR INFORMATION:

Name: **Stephen Gladish**
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Availability: **Available by appointment**

COURSE INFORMATION:

Course: **WRT 101**
Course Title: **Writing 1**
CRN: **10886**
Site/Room: **East Campus E1-101**
Date: **Aug 26 - Dec 20, 2009**
Class Days/Times: **M W 7:10 - 8:25 am**
Prerequisites: **WRT 100 or 106 with a C or better or required score on writing assessment test.**
Credit Hours: **3.00**

COURSE DESCRIPTION:

Principles and practices of writing. Includes writing college-level essays, review of basic writing skills, written works including a variety of essay types with an emphasis on argumentation, and documented inquiry.

PERFORMANCE OBJECTIVES:

Upon completion of the course, the student will be able to do the following:

1. Generate, organize, and select ideas and develop them into coherent paragraphs and essays.
2. Use a variety of writing styles for different audiences, and improve writing by correcting errors, restructuring, and rewriting.
3. Write essays and other works to include drafts and in-class writing for 7,000 words total semester output.
4. Include documented inquiry in at least one essay.

COURSE OUTLINE:

- I. Writing College-level Essays
 - A. Process of prewriting, writing, revising, and editing
 - B. Organization and outlining
 - C. Writing several essays (minimum 750 words)
 - D. In-class writing
 1. Preparing for in-class writing
 2. Writing one or more in-class essays
 3. Other in-class writing exercises
 - E. Reading, analyzing, and discussing model writers
 1. Professional/academic writings
 2. Student writings
- II. Review of Basic Writing Skills
 - A. Mechanics
 - B. Sentence structure and variety
 - C. Paragraph development
- III. Written Works
 - A. Drafts
 - B. Essay Types
 1. Argument (required)
 2. Other
 3. In-class writing
 - C. 7,000 words total semester output
- IV. Documented Inquiry
 - A. Conduct research to locate, evaluate, use, and document reliable resources
 - B. Integrate students' own ideas with others'
 - C. Avoid plagiarism.

TEXTS:

Required Text:

The Longman Writer: Rhetoric, Reader, Handbook, 7th Edition, 2009.

We must learn to communicate via MyPima website.

Recommended Text:

Webster's *New World Dictionary and Thesaurus*, 2nd Edition.

Other Requirements:

1. Microsoft Word. Schedule time to use the computer labs on campus if you do not have access to a computer at home. All drafts of essays must be typed. Handwritten work will not be accepted.
2. E-mail - Your own account with a **college appropriate user name**.
3. Pima Library Card

COURSE POLICIES:

Late Papers:

I accept no late work. All work must be handed in on time.

I encourage you to learn from your mistakes.

Please indicate your ability to improve, to benefit from my editing, your self-editing, your Peer Editing. For example, Essay #4 should not have the same type of errors your Essay #1 had.

Attendance:

- Strive for perfect attendance. There are almost no good reasons to miss class.
- This is not a correspondence course. If you are absent, you are still responsible for completing all work and doing extra work for missing class.
- After the 6th absence, you may be dropped from the class.
- Roll is taken in the first ten (10) minutes of the class. If you are in, you get full credit: 20 points. If you are late, you only get half credit: 10 points.
- Tardiness is a disruption and discourteous to not only the teacher but the rest of the class.
- Inform me in advance if you must miss a class. If ill (unless seriously, or contagiously) come for twenty (20) minutes to begin with, to give and receive assignments.
- I can only withdraw a student up until the 45 day count.
- However, it is in your best interest to use the 45 days to establish yourself as a successful student: Pima Community College receives funding for your education precisely on the day of the 45 Day count. This way both the student and the College win.
- After that you must withdraw yourself before the deadline of November 12, 2009 to avoid receiving a failing grade.

Academic Integrity:

- Students are expected to abide by the Student Code of Conduct and the Scholastic Code of Conduct found in the Pima Community College Student Handbook.
- I assume my students are basically hardworking and honest, but occasionally one is not. Students who turn in someone else's work as their own will fail the assignment, receiving an automatic F grade.

Plagiarism is easy to catch. PCC has programs for it. It's not that hard to check on, so stick with the good talents you were born with. When borrowing words and ideas from research material, you must be careful to acknowledge and document your sources to avoid plagiarism. This form of plagiarism is more subtle and requires your attention to the details of proper documentation. The college's policy on plagiarism is covered in the "Scholastic Ethics Code" in the *Student Code of Conduct*.

ADA Policy:

Pima Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a disability that requires special accommodations, you are strongly urged to notify me and the Disabled Student Resource Office (206-7699) at the beginning of the term so that reasonable accommodations can be made in a timely manner.

Classroom Behavior:

- Because of insurance limitations, non-registered visitors are not allowed at class sessions or on field trips.
- Possession of drugs, alcohol or firearms on college property is illegal.
- Eating, drinking, smoking and soliciting are not allowed in classrooms.
- Pets, telephones, pagers and other electronic devices that distract students are not allowed and not tolerated in classrooms.
- Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave. Please arrange your schedule to socialize on your own time.

Disruptive Behavior ranking by teachers:

- Tardiness.
- Chatting/whispering amongst classmates.
- Departing early.
- Cell Phone noise.
- Doing other unrelated work/reading.
- Inappropriate remarks.
- Speaking out of turn.
- Dominating discussion.

“W” Official Withdrawal:

The grade of “W” designates an official withdrawal. Students who wish to receive a “W” may withdraw themselves from the class by submitting a completed withdrawal request form through the registration and admissions office by November 12, 2009.

“I” Incomplete Policy:

The “I” grade is rarely given and only at the discretion of the faculty in extreme circumstances if students have completed 80% of the coursework.

Grading Policy:

A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = below 60

GRADING RUBRICS

Excellent: (A)

- cleverly organized and clear with subject developed at length
- fluid language and great word choices
- strong sentence structure and great transitions between paragraphs
- No technical mistakes of sentence, diction, grammar, punctuation.
- original ideas and creative execution: a strong narrative voice

Above Average: (B)

- good organization: simple and clear, subject nicely developed
- good word choices
- solid sentences and well-developed paragraphs
- very few technical mistakes of sentence, diction, grammar, punctuation
- the personality of the writer emerges

Average: (C)

- reasonably organized and generally clear; subject adequately developed
- okay use of words
- repetitive sentences and paragraphs that are not developed enough
- some technical problems of sentence, diction, grammar, punctuation
- not unique or thoughtful enough to move the reader

Below Average: (D or F)

- poor organization and a lack of clarity
- poor word choices
- poorly constructed sentences and underdeveloped paragraphs
- many technical errors of sentence, diction, grammar, punctuation
- no sense that the writer cares about or understands the subject

ATTENDANCE:

Incentive: Begin with plus 300 points.
Miss one to three classes: plus 300 points. (Incentive)
Miss four classes: plus 100 points (Still some incentive)
Miss five classes: minus 300 points Drop One Letter Grade
Miss six classes: minus 400 points: Drop Two Letter Grades

Miss more than two/three weeks' worth of written assignments:
**For each ONE class you miss, unexcused, you must turn in extra work:
An extra Response or Quiz to the Readings.

PARTICIPATION:

Begin with zero points.
Each class you actively participate in: earn 20 points, cumulative.
-----These two categories are separate-----
Each class you miss or aren't mentally there: minus 20 points, cumulative.
See Daily Class Participation Documentation Form
SMALL ASSIGNMENTS: As many as 48 or more.
(16 small =4 major assignments)

LARGE ASSIGNMENTS:

10, Including Journal (Journal is 200 points)
Attendance ** 20 points/session ** See Notes Above on
Participation and Attendance.
Essays 4 Regular 100 points each
Essay In Class Exam Essay 80 points
Quizzes 10 points each
Oral and Written Presentations 20 points each
Documented Research Essay #5 400 points
Student Presentation of Research Essay #5 100 points
Persuasive Essay #6 Based on Essay #5 200 points
Journal 15 pages 2000 words. 200 points
Final Literary Essay Exam #8 200 points

Journal Assignment Format:

Most students write journal assignments by hand or typewritten.

Please write in dark ink (black or dark blue) in the top left-hand corner of each journal entry,

Your Name

Instructor: S. Gladish,

Date

What journal entry number you are completing.

For example: John Doe

Instructor: S. Gladish

08/24/07

Journal Entry #1

Essay Format:

Type and double-space what you write: I accept no handwritten work.
YOU MUST TURN IN A MINIMUM OF TWO DRAFTS. NO FIRST DRAFTS ARE ACCEPTED
Look into the labs available to Pima students or consider purchasing a word processor or computer.

This makes revision a breeze. (Make certain to “SAVE” your file often and to keep back-up copies). The heading in the top left-hand corner—one line for each entry:

**Your name,
Instructor name,
PCC Course Number
Assignment Number
Date
Word Count**

Then, skip four lines and give the title of your essay.
DON'T FORGET THE TITLE (Not the Essay No.).

Then double-space and begin.

Essay 1: Reflective Narrative/ Descriptive
Essay 2: Definition Essay
Essay 3: Comparison/Contrast Essay
Essay 4A: Group Oral Rhetorical Analysis
Essay 4B: Individual Rhetorical Analysis.
Essay 5: Documented Research Effort Citing Sources
Essay 5: Student Oral Presentation of Research Effort to Class
Essay 6: Persuasive Argument Based upon Research Effort in Essay 5.
Essay 7: In Class Exam Essay
Essay 8: Brief Literary Paper

REVISIONS:

I encourage you to do revisions for your own sake:

1. Your original grade will remain.
2. I enter the grade of your revision.
3. Then Your Final Essay Grade is actually a MIDWAY GRADE: MIDWAY BETWEEN THE
OTHER TWO GRADES.

Remember, you are expected to write 7,000 words in one semester's work:
Revisions, revisions, revisions, and brainstorming, pre-writing, and outlines help to fill that huge requirement.

NOTE: If you do not have access to a computer or typewriter, Pima College has a Multidiscipline Computer Center free to students. **Late papers** will be **lowered** one grade for each day they are late, unless there is an extreme, extenuating circumstance. Keep in mind that what sounds extreme to you may not sound extreme to me.

IMPORTANT DATES:

First Day of Class: August 26, 2009

Add Deadline:	September 1, 2009
Drop/Refund/Audit Deadline:	September 8, 2009
Student Withdrawal Deadline:	November 12, 2009
45th Day of Class:	October 9, 2009
No Class (College Closed):	
Labor Day:	September 7, 2009
Veteran's Day:	November 11, 2009
Thanksgiving:	November 26-29, 2009
Last Day of Class:	December 20, 2009
Final Grades In:	December 24, 2009

WEEKLY CLASS SCHEDULE

****CLASS SCHEDULE MAY BE MODIFIED ONE OR TWO WEEKS AT A TIME TO BETTER FIT THE CLASS'S PROGRESS**

Week 1:

Wed Aug 26 1st Class:

Introduction, course overview of Textbook and Teacher, discussing Syllabus.

- Get **Longman Writer, 7th Edition** Textbook by Monday, Aug 31st
- Assign: **Descriptive Chap for Aug 31st.**

- USE MYPIMA CLASS WEBSITE.

See MyPima Handout—How to Access your student email account.

- Journal Entries—Do two per week on any subject.

Also assigned Journal Entries in class.

Take home **Autobiography Handout: Personal Trademark, Logo: fill out for next week.**

Review on a Daily and as-needed basis:

Punctuation and Mechanics
Commas
Semicolons, Colons
Hyphens
Dashes, Parenthesis

Assign:

Apostrophes
Quotation Marks
Other Punctuation
Capitals and Italics
Abbreviations

Week 2:

Mon Aug 31

- **Autobiography Handout: Personal Trademark, Logo:** complete fill out as usual Journal Entry with which to begin class.
- Find partner and do Paired Sharing.
- Introduce each other to the class in two or three minutes, using the Autobiography. Description Chap Discuss readings. Develop ideas for descriptive essay
- “Getting Started through Prewriting”,
- Assign: **Narrative Chap 11 p 191ff**
- Discuss ideas and topics for development of essay. “Narration” Discuss readings.

Wed Sep 2

- Group Brainstorms in class on four selected Narrative Essays (one also Descriptive).
- Discuss Narrative essay Chap.
- Discuss ideas and topics for development of essay. “Narration” Discuss readings.
- Discuss Description Ch. Discuss readings. Develop ideas for descriptive essay.
- Assign First Draft Essay #1: Narrative/Descriptive
- Review **List of Topics**
- Review **Pre-Writing Checklist**

Week 3:

Mon Sep 7 **Labor Day Holiday. No Class**

Wed Sep 9

- Journal Entry: Write paragraph Introduce your Essay #1: a Summary.
- First Draft Essay #1 Narrative/Descriptive Essay due.
- Final Draft Essay #1 Narrative/Descriptive Essay due next week
- Assign Definition Chap 17.

Week 4

Mon Sep 14

- Discuss **Definition Chap 17.**
In class definition paragraphs written and shared and revised in groups
- Brainstorm on a topic for Essay #2.

Wed Sep 16

- Final Draft Essay #1 Narrative/Descriptive Essay due.
- Peer Edit using Peer Review Revision Checklist
 1. Define your topic or word by Class. Put it into a larger category or Class.
 2. Provide a list of distinguishing details or characteristics that make this idea different from all others in that category.
 3. Narrow your Class Definition: it’s likely too broad or too vague. See handout.
 4. Do Definition by Negation: tell us what your idea or word or term is NOT.
 5. Define and explain your idea or word in as many ways as possible: Use synonyms to shows its range on a continuum—with dictionary, thesaurus, and encyclopedia.
 6. Develop your Definition by means of examples, descriptions, comparisons, contrasts.
 7. Finally, persuade the reader of YOUR DEFINITION with your most thoughtful, deep argument.
- Assign First Draft Essay #2 Definition Essay for next class.
- Assign Chap 15 Comparison/Contrast.

Week 5

Mon Sep 21

- First Draft Essay #2 Definition Essay due.
- Peer Edit
- Final Draft Essay #2 due Wed.
- Discuss Comp/Contrast Chap. Develop ideas for essays. Comparison contrast essay
- Assign **Handout: Print Ad Analysis:** find magazine ad, tear out, Bring to class; write half page Rhetorical Analysis on it.

Wed Sep 23

- Final Draft Essay #2 due.
- Discuss Ch. 15. Discuss readings
- Assign First Draft Essay #3 Comparison-Contrast Essay :

Week 6

Mon Sep 28

- First Draft Essay #3 Comparison-Contrast Essay due.
- Peer Revision
- Final Draft Essay #3 due Wed.

- Begin Rhetorical Analysis Essay #4A and #4B.
See Handouts and Supplements.
- See Text Rhetorical Analysis Checklists:
 - Narrative Analysis
 - Definition Analysis
 - Compare/Contrast Analysis
 - Argument/Persuasion

**UNIT ONE: PART I TEAM PRESENTATION ANALYSIS OF AN ARGUMENT:
TEAM ORAL PRESENTATION OF AN ARGUMENT ANALYSIS:**

1. Will count from one to five to make up five groups.
2. Each group picks an essay from a group of five assigned to analyze3. The whole group chooses the Essay as a whole Oral Essay and divides it into five paragraphs:

- Member1 The Introduction Paragraph;
- Member2 Body Paragraph on Ethos;
- Member3 Body Paragraph on Pathos;
- Member4 Body Paragraph on Logos;
- Member5 Conclusion Paragraph.

Wed Sep 30

- Essay #3 Comparison-Contrast Essay due.

- Essay #4A Group Brainstorm and Report:
GROUPS WORK TOGETHER FOR AN HOUR.
Have at least five paragraphs written, and deliver your Rhetorical Analysis to Class.
PREPARE THIS ORAL RHETORICAL ANALYSIS ESSAY AND THEN GIVE IT.

- Essay #4 Rhetorical Analysis Essay: Analyzing Arguments: ethos, pathos, logos.
Handout.
- Essay #4A Group Rhetorical Analysis Oral Presentations
- Assign Essay #4B Individual Rhetorical Analysis

Week 7

Mon Oct 5

- Continue Essay #4A Group Rhetorical Analysis.
- Begin Essay #4B Individual Rhetorical Analysis written and oral due.

- Assign Reading Research **Paper Part IV: Chap 19: The Research Paper:**
- **Selecting topic/using Library and Internet/taking notes/avoiding plagiarism.**
- **Brainstorm top five topics and prioritize.**

Wed Oct 7

- Complete Essay #4B Indiv. Rhetorical Analysis Oral Pres.

- Discuss Essay #5 Research Paper Part IV Chap 19.
- Build up to PHASE ONE:
- GENERAL TOPIC; TENT. THESIS; 3 SOURCES

- Assign Phase I
- Assign Reading **Text Chap 20 Writing the Research Paper.**

Assigned Text Readings Documentation
How to Reference all Sources
How to Write Parenthetical Citations
Direct Quotations
Paraphrase or Summary
How to Prepare Works Cited Page
Sample Research Paper

Week 8

Mon Oct 12

CLASS MEETS AT EAST CAMPUS LIBRARY

RESEARCH PAPER:

- PART I Final Draft **Literature Review (5pp) Overview of sources. Concluded with stating your research questions:**
- PART II Final Draft **Methods of Data Collection (Research) (1-3pp)**
- PART III Final Draft **Role of the Researcher (Your role: surveys, interviews) (1p)**
- PART IV Findings and Conclusion Draft.
- PART V Practical Implications Draft.
- PART VI Work Cited First Draft Due today: 5 sources
 - 3 surveys
 - 3 interviews
- PART VII Appendix First Draft: survey questions
 - Interview questions
 - Tables, charts, diagrams

- Introduction to Library and Research Paper
- Phase I due: Becker Sheet handout 2 pp.
- Discuss Chap 21 Writing the Research Paper.
- Assign Phase II: Research Process.

Wed Oct 14

CLASS MEETS AT EAST CAMPUS LIBRARY

- Cover research sources, MLA. Format. Documentation.
- Continue Phase II: Research Phase.
- Assign Phase III Rough Draft.

Week 9

Mon Oct 19

- Phase III due: Rough Draft Essay #5.
- Peer Revisions

Wed Oct 21

- Personal and Peer Revisions and Corrections
- Assign Phase IV: Final Draft Essay #5.

Week 10

Mon Oct 26

- Final Draft Essay #5 due. Oral Presentations begin.

Wed Oct 28

- Essay #5 Oral Presentations begin.

Week 11

Mon Nov 2

- Continue Essay #5 Oral Presentations

Wed Nov 4

- Assign Essay #6: Argumentation and Persuasion Paper Based on Essay #5 Research.

Week 12

Mon Nov 9

- Essay #6 Argumentation-Persuasion. Ch. 18. First Draft due.

Wed Nov 11 **No Class Veterans' Day Holiday**

Week 13

Mon Nov 16

- Continue Oral Presentations Essay #6 Argumentation-Persuasion. Ch. 18.
- Essay #6 Argumentation-Persuasion. Final Draft due.
- Oral Presentations Essay #6.

Wed Nov 18

- Assign The In Class Exam Essay, Chap 22, p 655ff
- Discuss. Give options. Bring rough draft on Monday.

Week 14

Mon Nov 23

In Class Exam Essay

Wed Nov 25

- Peer Revisions of In Class Exam Essay.
- Discuss Chap 22 The Literary Paper/Essay
Bridge to WRT 102.

Week 15

Mon Nov 30

- Assign Essay #7 Readings: Final In Class Brief Exam Essay #7.
- Assign Chap 22 The Literary Paper/Essay.
Readings: "Early Autumn," "Out, Out..," "The Story of an Hour."

Wed Dec 2

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- Discuss in Class Brief Exam Essay #7.
Readings: "Early Autumn," "Out, Out..," "The Story of an Hour."

Week 16

Mon Dec 7

- Essay #7 First Draft due. Peer Edit.
- JOURNAL DUE: 15 pages: 2000 words.

Wed Dec 9

- Final Draft In-Class Brief Exam Essay #7.

Week 17

Mon Dec 14

- One-on-One Conference: Bring Portfolios
Bring all revised essays, quizzes, small papers

Wed Dec 16

Last Chance Class