



Syllabus: Writing 101, Logic, Composition and Rhetoric

Course Information

Course Prefix/Number: WRT 101
Semester: Spring 2018
Class Days/Times: **Tuesday, Thursday**
2:00-3:15 pm

Credit Hours: 3
Course Title: Logic, Composition and Rhetoric
Room: GSK-5

Instructor Information:

Name: Tom Cox

Phone/Voice Mail: (520) 405-6972

E-mail: tcox@tocc.edu

Office location:

Office hours:

Course Description:

The introduction of the principles and practices of writing, which includes writing college-level essays, review of basic writing skills, and written works, and includes descriptive, evaluative, expository, and persuasive writing.

Student Learning Outcomes (SLOs) :

1. Develop ideas about a topic for the purpose of writing, organizing, selecting and relating ideas, and develop them in 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, journals, and in-class writing.

Course Structure:

This course will relate various methods and analytical skills for students to become more effective and organized writers, especially by successfully developing ideas into coherent paragraphs and essays. Thus the course will use professional and academic writing as a model to follow. Also, the course will “workshop” student writing as a tool for becoming better writers. Indeed, effective writing means communicating your ideas in a persuasive manner with clearly written sentences and factual evidence based on the assigned literature.

Texts and Materials:

X.J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron. *The Brief Bedford Reader*. (Twelfth Edition) Boston: Bedford/St. Martin's, 2016.

Diana Hacker. *Rules for Writers*. (Seventh Edition) Boston: Bedford/St. Martin's, 2012. *Merriam-Webster's Vocabulary Builder* text.

Additional Materials: a non-spiral notebook for journal; a dictionary; and a thesaurus.

Evaluation and Grading & Assignments: *(information on how the course grade will be determined; details regarding assignments, exams, projects with due dates and any instructions for work. Make sure that you have one or more learning activities in the calendar/schedule that address each outcome. An activity can address more than one outcome.)*

Himdag Cultural Component:

Students will apply each of the T-So:son values to one of the essays read in the course. This response will be added to the journal assignment.

Policies and expectations:

Academic Honesty

I encourage you to talk to each other about the readings and ideas brought up in class. *However, in all assignments to be graded as individual work you are expected to do your own written work.* It is best to express the ideas you use in your own words.

In the case of both individual work, words or ideas that come from some place or someone else must be cited: “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990). Anyone caught plagiarizing will automatically earn a failing grade and be dropped from the class.

Incompletes

I=In order to be considered for an Incomplete, you must successfully pass and complete at least 60% of the course work with a “C” grade average or better, and then submit a written request to substantiate the “I” grade. The incomplete is awarded at the sole discretion of the instructor, and each case is judged on individual merit.

Note: The instructor requires that a brief written and dated request be submitted by 5:00 p.m., Friday, April 20th, 2018, in class or sent to my email addresses above. You must state the circumstances of your request and why you feel you qualify for an Incomplete. An “I” is not automatically awarded to students.

Withdrawals

W=If you have not completed your course work in a timely manner, you may be withdrawn from the course at the discretion of the instructor.

If you miss *three or more consecutive classes* without a valid excuse and/or communicating with the instructor (e.g., e-mail message, telephone, written note, etc.), you may be withdrawn, at my discretion, and a “W” or “Y” will be recorded. More often than not I refer the matter to Ron Felix, the retention coordinator, or other related staff, to determine the reasons for consecutive absences. However, this shouldn’t be cause to think I won’t drop you from the course as a result of excessive absences.

Chronic Lateness

Persistent tardiness will not be tolerated, since key information is usually given at the beginning of class. It is unfair, disruptive, and inconvenient for the instructor and your colleagues to repeat statements made at the start of the class session. Please try to arrive on time for each class. If lateness becomes chronic as a class, then however late class begins is how late the class will go after the officially prescribed end of class.

Absences (also see above in “Course Requirements”)

You have seen from the explanations above that absences are not a good idea in this course. While one or two missed classes will not harm your opportunity to do well, a large number of absences—particularly unexcused ones—will. It is always your choice as to whether to attend class or not, but I strongly urge you to attend on a regular basis.

Americans with Disabilities Act (ADA) Compliance

Tohono O’odham Community College strives to comply with the provisions of the Americans with

Course Outline:

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- I. Writing college-level essays
 - A. Process of prewriting, writing, revising, and editing
 - B. Organization and outlining
 - C. Writing four 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 (7000 words total)
 - A. Drafts
 - B. Essays
 - 1. Descriptive
 - 2. Evaluative
 - 3. Expository
 - 4. Argumentative
 - C. Journals
 - D. In-class writing

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Week One

Tuesday, January 16th: Introduction to narrative writing and the first essay. Writing sample.

Thursday, January 18th: Read pp. 29-60, 78-83 in Bedford Reader. Answer the four “questions on meaning” on pp. 80, 81 in your journal. Introduction to narrative writing, first essay and first writing assignment (native story).

Week Two

Tuesday, January 23rd: **Due: 1st draft of native story.** Read pp. 84-89. A look at a native story rough draft in class and workshopping student introductory paragraphs of narrative essay.

Thursday, January 25th: **Due: Final draft of native story.** Read pp. 111-126. For journal: Answer “Questions on Writing Strategy” 1-5 on p. 125.

Week Three

Tuesday, January 30th: **Due: 1st draft of narrative essay.** Workshopping student rough drafts.

Thursday, February 1st: Reading selection to be announced. Continued workshopping of student drafts.

Week Four

Tuesday, February 6th: Read pp. 90-99. For Journal: Answer questions 1-3 in Questions on Writing Strategy on p. 98.

Thursday, February 8th: **Due: Final draft of narrative essay.** Introduction to evaluative writing and the social critique.

Week Five

Tuesday, February 13th: Read pp. pp. 211-232. For Journal, answer questions on meaning on p. 230.

Thursday, February 15th: **Due: 1st paragraph of social critique. Video documentary to be announced.** Workshopping of 1st paragraph drafts.

Week Six

Tuesday, February 20th: Video documentary: “Schooling the World.” For journal, answer handout questions. Workshopping of first paragraph drafts.

Thursday, February 22nd: **Due: 1st draft of social critique.** Workshopping of student essays.

Week Seven

Tuesday, February 27th: Student conferences.

Thursday, March 1st: Read pp. 282-287. For journal, answer questions on meaning on p. 285.

Week Eight

Tuesday, March 6th: **Due: Final Draft of Social Critique.** Introduction to the biographical essay.

Thursday, March 8th: Handouts: Chief Seattle speech and letter. Video in class: “Teachings of the Tree People.”

Week Nine (Spring Break)

Week Ten

Tuesday, March 20th: Guest speaker.

Thursday, March 22nd: **Due: 1st paragraph of biographical essay.** Reading selection to be announced. Workshopping of student paragraphs.

Week Ten

Tuesday, March 27th: **Due: 1st draft of biographical essay.** Workshopping of student essays.

Thursday, March 29th: Student Conferences

Week Eleven

Tuesday, March 27th: **Due: Final Draft of Biographical Essay.** Introduction to argumentative writing.

Thursday, March 29th: Read pp. 405-454 on Argument and Persuasion. For journal, answer questions on meaning on p. 452.

Week Twelve

Tuesday, April 3rd: **Due: 1st paragraph of argumentative essay.** Workshopping of student introductory paragraphs.

Thursday, April 5th: **Due: 1st draft of argumentative essay.** Workshopping of student essays.

Week Thirteen

Tuesday, April 10th: Read the first two chapters of “Storming the Wall: Climate Change, Migration and Homeland Security.”

Tuesday, April 12th: Read chapters 3 and 4 of “Storming the Wall: Climate Change, Migration and Homeland Security.”

Week Fourteen

Tuesday, April 17th: Student conferences

Thursday, April 19th: Read chapters 5 and 6 of “Storming the Wall: Climate Change, Migration and Homeland Security.”

Week Fifteen

Tuesday, April 24th: Read chapters 5 and 6 of “Storming the Wall: Climate Change, Migration and Homeland Security.”

Thursday, April 26th: Read chapters 7 and 8 of “Storming the Wall: Climate Change, Migration and Homeland Security.”

Week Sixteen

Tuesday, May 1st: Guest Speaker: Todd Miller, Author of “Storming the Wall: Climate Change, Migration and Homeland Security.”

Thursday, May 3rd: Student conferences.

Week Seventeen

Tuesday, May 8th: **Due: Final draft of argumentative essay and journal. Final exam.**