



Syllabus: **WRT 102, WRT II**

Course Information

Course Prefix/Number: WRT 102, Section 4
Semester: F 2017
Class Days/Times: Hybrid schedule

Credit Hours: 3
Course Title: Writing II
Room: CDI Head Start, Peach Springs, AZ

Instructor Information:

Name: Christopher McIlroy

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Office hours : Online and phone by appointment.
CDI Head Start Center after class and by appointment.

Course Description: The course advances the skills of expository writing learned in WRT 101, the development of paragraphs and essays and the practices of research, while applying them to the critical study of literature.

Course Objectives:

During this course students will

- Learn to analyze literature for content and technique.
- Write critical essays and other responses to literature.
- Participate in class discussions on-site and through online forums and Hangouts.
- Include documented inquiry into one essay.
- Practice principles of research, documentation, use of sources, and attribution.
- Study and practice grammar and usage as needed.
- Engage with a range of works, including short fiction, traditional Native literature, and film.

Student Learning Outcomes (SLOs) :

After completion of the course students will be able to

1. Write critically about literature.
2. Read, comprehend, and analyze a variety of literary works.
3. Research primary and secondary sources and write a paper utilizing the techniques of quotation, paraphrase, summary, and documentation.
4. Write essays and a research paper.
5. Recognize and correct problems in grammar and usage.

Course Structure:

- Meet in three on-site sessions of two classes each—August, October, and December— for instruction, reading, writing, and discussion.
The schedule for each visit will be Wednesday 3-6 p.m. and Friday 8 a.m.-12 p.m.
- Meet for six additional classes via Google Hangouts. Sessions will take place on Wednesdays throughout the semester, 3 p.m.-5 p.m.
- Conduct peer discussions of assigned literary works through three on-line Forum sessions.
- Hold conferences with instructor through scheduled phone sessions, plus email, text, and phone communications, and on-site meetings, as needed.
- Write four critical essays of increasing length and complexity, culminating with a documented study of an acclaimed film, choosing between *Smoke Signals* and *Rain Man*. Each essay will consist of at least two drafts, including a revised final draft. Students will have the opportunity to further revise the first three essays to replace the “final” grade with a better grade.
- Apply learning in critical expository writing to an in-class final essay (optional).
- Course will cover proper use of source material, based on MLA format.
- Written exercises and discussions will address problem areas in grammar and usage as they present themselves.

Texts and Materials:

Packet prepared by instructor.

Pocket dictionary and thesaurus for each student.

Each student will need a ring binder and looseleaf paper, a 2-pocket folder for turning in assignments, a flash drive, and at least two colors of highlighters.

Hacker, Diana, and Nancy Sommers. *Rules for Writers, Eighth Edition*. Bedford/St. Martin's, 2015.

Evaluation and Grading & Assignments

A total of 100 points is possible during the semester (113 including extra credit).

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|---|---------------------|
| A | 90-100 points |
| B | 80-89 points |
| C | 70-79 points |
| D | 60-69 points |
| F | less than 60 points |

Your graded writing output is worth a possible 60 points.

Essay 1 5 points

Essay 2 10 points

Essay 3 20 points

Essay 4 25 points

Your ungraded writing is worth a possible 28 points.

Your attendance, including Google Hangouts, is worth a possible 12 points.

Your in-class final exam is worth up to 5 points in extra credit.

Your journal and vocabulary log are worth a possible 8 points extra credit.

Himdag Cultural Component: Due to the class's multi-tribal composition, no one culture will be emphasized. Instead, students will engage with a range of Native authors among the reading assignments. Cultural perspectives are welcomed and encouraged in the selection and development of student topics for written assignments, as well as during class discussions.

Policies and expectations-

Absences: You will lose a point for unexcused absence during classroom meetings and/or Google Hangouts sessions.

Lateness or early departure: If unexcused, each incidence costs ½ point.

Late assignments, if unexcused, receive only ½ credit for ungraded work. Late graded work loses one full grade level, for instance from A to B.

Class readiness: Students must bring their course binder to each class.

Classroom breaches: Each unauthorized use of a cell phone or other electronic device, or verbal or other classroom disruption, costs 1 point.

Music: Listening to music in class is allowed only during individual reading or writing time, and must utilize earbuds or headphones so that no one else is distracted.

Classroom community: Reading and writing engage the whole person. They benefit greatly from group support. All students must commit to building success for every other student as well as for themselves. That is the only goal of a writing community, and it must be honored.

Assignment format: Final copies are submitted in a two-pocket folder and include all prewriting, drafts, and annotated copies of readings when applicable. Assignments submitted without these written materials and the folder will be considered late and graded accordingly. Typing of written assignments is preferred but not required.

Academic honesty: In all assignments to be submitted as individual work you are expected to do your own writing. You may, on your own time, comment constructively on each other's drafts in process before they are turned in. Please submit any written comments from fellow classmates along with your final assignment.

Using others' ideas and phrasing without attribution is *plagiarism*, the most serious academic violation. This includes use of online materials as well as any other media sources.

It's possible that students may commit plagiarism unintentionally. If you have any doubt about use of sources, please confer with me.

Class cancellation: In addition to having a cancellation notice posted on the classroom door, I will email a notification to students.

Americans with Disabilities Act (ADA) Compliance: Tohono O'odham Community College and CDI Head Start are committed to providing reasonable accommodations for students with special

needs. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

Cultural and Religious Observances: The college recognizes the importance of the religious and cultural observances and practices of its students. *At least two weeks before a religious or cultural observance that affects attendance or assigned work, students must submit to the instructor a written statement that contains the date of the observance.* Absences and late assignments due to religious and cultural observance and practices will not count against the student's record.

Course Outline:

Wednesday, August 23 (on-site)

Introduction to course and syllabus.

Read and discuss Kate Chopin's "Ripe Figs" along with student response.

Introduce Elements of Fiction (handout) and Writing about Literature (handout).

Read and discuss student response to Ray Bradbury story.

For Friday: Read Leslie Marmon Silko's "The Man to Send Rain Clouds," preferably twice.

Friday, August 25 (on-site)

Discuss "The Man to Send Rain Clouds."

Introduce Essay 1.

Complete Essay 1 draft to hand in.

Monday, August 28

I grade and return Essay 1. Students revise it and return it to me by Monday, Sept. 4.

Wednesday, August 30 Hangouts

Read and discuss "Speech for the Removal of Grief" by Kaatyé (David Kadashan)

Discuss metaphor.

Assign Robert Boswell's "Kentucky" and Forum assignment, due Sept. 10 (posting) and Sept. 12 (response to postings).

Monday, September 4

Revised Essay 1 is due by email or fax.

Sunday, September 10

"Kentucky" postings due on Forum.

Tuesday, September 12

Responses to "Kentucky" postings due on Forum.

Wednesday, September 13 Hangouts

Discuss "Kentucky."

Assign Essay 2 and decide topics.

Wednesday, September 20 Hangouts

Share and discuss drafts in progress of Essay 2.

Read aloud and discuss Duane Big Eagle's "The Journey."

Tuesday, September 26

Essay 2 due by email or fax.

Thursday, September 28 and Friday, September 29

I grade and return Essay 2, and schedule phone discussions with students about the revision.

Monday, October 9

Revision of Essay 2 due by email or fax.

Wednesday, October 11 Hangouts

Introduce two Sherman Alexie stories, “Because My Father Always Said He Was the Only Indian Who Saw Jimi Hendrix Play ‘The Star-Spangled Banner’ at Woodstock” and “This Is What It Means to Say Phoenix, Arizona,” and Forum assignment.

Monday, October 16

Postings on “Jimi Hendrix” due on Forum.

Wednesday, October 18

Responses to “Jimi Hendrix” postings due on Forum.

Monday, October 23

Postings on “Phoenix, Arizona” due on Forum.

By class on Wednesday, October 25

Responses to “Phoenix, Arizona” postings due on Forum.

Wednesday, October 25 (on-site)

Discuss Alexie stories.

Assign Essay 3.

Begin Essay 3 draft.

Friday, October 27 (on-site)

Complete and hand in draft of Essay 3.

Tuesday, October 31

I return graded Essay 3.

Friday, November 10

Phone conferences on revision of Essay 3.

Wednesday, November 15 Hangouts

Assign and discuss Essay 4, based on *Smoke Signals* (Eyre) or *Rain Man* (Jewison).

Wednesday, November 15

Revision of Essay 3 is due by email or fax by end of day

Tuesday, November 28

Draft for Essay 4 due by email or fax.

Wednesday, November 29 Hangouts

Begin research for Essay 4.

Develop links page of potential sources for Essay 4. Links page will be due at beginning of class on Dec. 6

Friday, December 1

I return Essay 4 drafts with comments.

Wednesday, December 6 (on-site)

Links page due at beginning of class.

Work on Essay 4, incorporating research.

Write up Works Cited page.

Friday, December 8 (on-site)

Continue writing Essay 4. It, plus any other revisions, are due to me December 11.

Optional final exam, for extra credit.

Monday, December 11

All assignments are due by email or fax.

DUE DATES FOR GRADED ASSIGNMENTS

Essay 1 August 25

Revised Essay 1 September 4

Essay 2 September 26

Revised Essay 2 October 9

Essay 3 October 27

Revised Essay 3 November 15

Essay 4 November 28

Revised Essay 4 December 11

Final exam (optional) December 8

TOCC DEADLINES

Drop/full refund deadline August 28, 2017

Withdrawal deadline October 26, 2017

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.