



Syllabus: Writing 102, Section 1 (Writing II)

Course Information

Course Title: Writing II

Course Prefix/Number: WRT 102-1

Semester: Fall 2020

Class Days/Times: Tuesdays and Thursdays, 5:30-6:45 p.m. (synchronous Zoom meetings)

Credit Hours: 3

Instructor Information

Name: Dr. Edison Cassadore

Phone/Voice Mail: (520) 383-0103

E-mail: ecassadore@tocc.edu

Office location: (virtual)

Office hours: Mondays and Wednesdays, 9:30-10:00 a.m., and Tuesdays and Thursdays, 10:00-11:30 a.m. and 1:30-2:00 p.m. (**Note:** These office hours are virtual. Please contact the instructor to arrange an appointment.)

Course Description

Continuation of WRT 101. Includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. Also includes writing a research paper.

Student Learning Outcomes

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.




Course Structure

This class will use an informal “lecture” format that emphasizes class participation, discussion and questions, and both individual and group work through the Zoom-meeting platform with both synchronous and asynchronous aspects. An electronic journal assignment will be required based on the reading assignments as well as posted discussions in Canvas and discussions during Zoom meetings. Furthermore, PowerPoint presentations will be provided based on relevant approaches to writing about literature and close readings of text.

We will deepen our writing skills through close readings of various genres of literary texts.

Class participation and attendance are very crucial for academic success. Please come prepared to discuss issues raised in the course.

Course Learning Materials and Textbook Information

-  Michael Meyer, Ed. *The Compact Bedford Introduction to Literature*. (Twelfth Edition). Boston: Bedford/St. Martin’s, 2020.
-  Hacker, Diana, and Nancy Sommers. *Rules for Writers*. (Ninth Edition). Boston: Bedford/St. Martin’s, 2019.
- Also, the instructor may distribute short articles, essays, and other relevant reading material for the course in class.
-  Please bring **loose-leaf writing paper** for each class meeting to be used for in-class writing activities, etc.
- **Additional Required Materials:** A jump drive (for backing up and submitting written work); a spiral-bound notebook (with *perforated edges* on the sheets of paper) with tab dividers for print outs of any course materials; a planner; a vocabulary-builder text; a dictionary; and a thesaurus.

Please ensure that you have access to Microsoft Word and electronic device such as a computer laptop as this course is online with synchronous Zoom meetings. All drafts of essays, final drafts of essays, journals, and the cover memo must be typed. **Handwritten work will not be accepted.**

Keep a spare ink cartridge for your printer at home and plenty of printer paper so you don't run out at a crucial moment.

Online Text:

The OWL at Purdue

<http://owl.english.purdue.edu/owl/resource/557/01/>

(This is an online handbook that will teach you Modern Language Association [MLA] format for college writing. You can also look up punctuation, grammar, writing process ideas, and other useful information such as citing secondary sources. You can also use this resource for *any* class you take that requires writing.)

Course's Outline and Important Dates

- I. Writing Analytical or Critical Papers
 - A. Analysis of literary texts
 - B. One or more critical essays of five pages (*minimum*)
- II. Analysis and Discussion of Various Types of Literature
 - A. Poetry
 - B. Drama
 - C. Prose fiction
 - D. Literary non-fiction
- III. Developing Research Skills
 - A. Gathering information from primary and secondary sources
 - B. Formatting and documentation
 - C. Proper Citations
 - D. Writing a research paper or annotated paper of 5-8 pages
- IV. Written Works
 - A. Essays
 - B. Research paper
 - C. Other written works

WRT 102 Reading Assignments

Fall 2020 Semester

PLEASE NOTE: Timelines and assignments are an approximation; the instructor may change due dates and assignments and submission instructions of assignments as needed because of unforeseen circumstances. Changes will be announced during the class session and/or through other means such as e-mail communication, etc. Furthermore, any changes in due dates for essays, etc., should not be construed as a lessening of academic responsibility and/or rigor. Indeed, academic rigor is not synonymous with rigidity.

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.

Important Due/Test Dates:

September 18: The initial draft outline and introduction and thesis for Short Paper #1 are due.

September 25: Initial draft body paragraphs of Short Paper #1 are due.

October 9: Initial draft conclusion of Short Paper #1 is due.

October 16: Final draft of Short Paper #1 is due.

October 20: Midterm Review Session

October 22: Midterm Examination in Canvas.

October 30: Initial draft outline and draft of Short Paper #2 are due.

November 13: Final draft of Short Paper #2 is due.

November 20: The initial draft outline and thesis and initial draft essay for Short Paper #3 are due.

December 4: Final draft of Short Paper #3 (based on secondary-sources research) is due.

December 8: Final Examination Review Session

December 10: Final Examination in Canvas.

December 10: Personal Review Cover Memo/ePortfolio

Note: Quizzes will be given throughout the semester.

Note: Journal entries will be due throughout the semester (see below in course schedule).

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.

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p>Week I:</p> <p>August 25 & 27</p>	<p>Introduction: Welcome to the Course</p> <p>Pre-diagnostic Questions</p> <p>Course Motto: <i>Reading-Thinking-Writing</i></p> <p>Reading-Thinking about Fiction:</p> <p>Review: Critical-Thinking Method</p> <p>Review: Paragraph Structure: The Point-Illustration-Explanation (P.I.E.) System</p> <p>Review: Thesis Statement</p> <hr/> <p>Review of Essay Structure: The Five-Paragraph Model</p> <p>Definition of Theme: How is this different from subject in a fictional work?</p> <p>Handouts: Critical-Thinking, P.I.E., and Theme</p> <p>Active Reading of Fiction: Kate Chopin's "The Story of an Hour"</p>	<p>Read/Homework: For 8/25 and 8/27, read in <i>The Compact Bedford Introduction to Literature</i> (12th Edition) (<i>CBIL</i>), Chapter 1, pp. 13-25; Chapter 2, pp. 30-38 (stop before Walker), and pp. 40-50 (Faulkner's "A Rose for Emily" and a sample close reading); Chapter 47, "Critical Strategies for Reading," pp. 1459-1463 (stop before "Biographical Strategies") and pp. 1466-1471 (stop before "Mythological Strategies") and (begin with "Reader-Response Strategies") pp. 1473-1478; and other handouts (see Canvas assignments).</p> <p>Recommended Reading: "The Value of Literature," pp. 4-6 in <i>CBIL</i>.</p>

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p>Week II:</p> <p>September 1 & 3</p>	<p>Active Reading of Various Fictional Texts:</p> <p>Peer Group Literary Reading Discussion: Contrasting Paley and Cofer</p> <p>Key Questions: What key idea gets conveyed in Paley’s and Cofer’s stories?</p> <hr/> <p>Writing about Fiction Workshop:</p> <p>What is a rhetorical situation in writing? (handout and brief video)</p> <p>What is Ethos-Pathos-Logos?</p> <p>Rhetorical Situation: Comparative Literary Analysis of Paley and Cofer in Short Paper #1</p> <p>Handout(s) (see Canvas): Rhetorical Situation Graphic Ethos, Pathos, Logos</p>	<p>Read/Homework: See above.</p> <p>Also, read “Comparison and Contrast,” pp. 1507-1512 (stop before “Writing about Fiction, Poetry, and Drama”) in Chapter 43, “Writing about Literature,” in <i>CBIL</i>.</p> <p>Journal Writing Assignment:</p> <p>Journal Entry #1 based on Chopin is due on 9/4.</p>
<p>Week III:</p> <p>September 8 & 10</p>	<p>Peer Group Literary Reading Discussion: Continuation of Paley and Cofer</p> <hr/> <p>Writing about Fiction Workshop: The Writing Process of Invention (i.e., Generating Ideas for Composition); Composition (i.e., Drafting); Revision (i.e., Checking for Errors); and, the Literary Essay (i.e., Literal Meaning and Figurative Meaning)</p>	<p>Read/Homework: See above and read Chapter 43, “Writing about Literature” in <i>CBIL</i>.</p> <p>Journal Writing Assignment:</p> <p>Journal Entry #2 based on Paley and Cofer is due on 9/11.</p> <p>Invention Phase of Writing: Generate some initial ideas for Short Paper #1 about Paley and Cofer and bring these ideas for Peer Group discussion next week.</p>

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p>Week IV:</p> <p>September 15 & 17</p>	<p>Peer Group Literary Reading Discussion: Continuation of Paley and Cofer</p> <hr/> <p>Writing about Fiction Workshop: Writing an Analytical, Literary Thesis</p> <p>Rhetorical Situation: Comparative Literary Analysis Thematic Meaning in Short Paper #1</p>	<p>Read/Homework: See above.</p> <p>Writing Assignment:</p> <p>Based on this week's further discussion, write any other additional, reflective ideas for thematic meaning as re-presented in Paley and Cofer for Short Paper #1.</p> <p>Invention Phase of Writing: September 18: <u>The initial draft outline and introduction and thesis for Short Paper #1 are due.</u></p>
<p>Week V:</p> <p>September 22 & 24</p>	<p>Reading-Thinking-Writing about Fiction: Some Elements of Fiction</p> <p>Plot and Discussion Points</p> <p>Peer Group Literary Reading Discussion: Plot and Faulkner's "A Rose for Emily"</p> <hr/> <p>Writing about Fiction Workshop:</p> <p>Outlining (continuation of Writing as a Process)</p> <p>Building Evidentiary Support (continuation of Writing as a Process)</p>	<p>Re-Read/Homework: In <i>CBIL</i>, Chapter 2, "Plot," pp. 30-38 (stop before Walker), pp. 40-50 (Faulkner's "A Rose for Emily" and sample close reading) (stop before Dubus).</p> <p>Journal Writing Assignment:</p> <p>Journal Entry #3 based on Faulkner's "A Rose for Emily" is <u>due on 9/25.</u></p> <p>Composition Phase of Writing: September 25: <u>Initial draft body paragraphs of Short Paper #1 are due.</u></p>

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
Fall Break	Note: Class meetings for September 29 and October 1 will not occur because of the Fall Break.	No reading assignments are due. Please read ahead to Chapter 3.
Week VI: October 6 & 8	<p>Character and Discussion Points</p> <p>Peer Group Literary Reading Discussion: Character and Baldwin's "Sonny's Blues"</p> <hr/> <p>Writing about Fiction Workshop: Drawing Critical-Thinking Conclusions (continuation of Writing as a Process)</p> <p>Revision and Proofreading (continuation of Writing as a Process)</p>	<p>Read/Homework: In <i>CBIL</i>, Chapter 3, "Character," pp. 65-66 (stop before Wolff) and pp. 85-106 (Baldwin's "Sonny's Blues").</p> <p>Journal Writing Assignment: Journal Entry #4 based Baldwin's "Sonny's Blues" is <u>due on 10/9</u>.</p> <p>Composition Phase of Writing: October 9: <u>Initial draft conclusion of Short Paper #1 is due.</u></p>
Week VII: October 13 & 15	<p>Setting and Discussion Points</p> <p>Peer Group Literary Reading Discussion: Setting and Hemingway's "Soldier's Home"</p>	<p>Read/Homework: In <i>CBIL</i>, Chapter 4, "Setting," pp. 107-115 (Hemingway's "Soldier's Home").</p> <p>Journal Writing Assignment: Journal Entry #5 for discussion on Hemingway's "Soldier's Home" is <u>due on 10/16</u>.</p> <p>October 16: <u>Final Draft of Short Paper #1 is due.</u></p> <p>Note: Invention and Composition and Revision Phase of Writing Assignment: Generate some initial ideas about "Soldier's Home" and continue process of drafting next essay, Short Paper #2, with introduction and thesis, body paragraphs, and drawing meaningful conclusions.</p>

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
Week VIII: October 20 & 22	On October 20: <i>Review Session</i> for Midterm Examination. On October 22: <i>Midterm Examination through Canvas.</i>	No assignments due, but please review all relevant materials for preparation for the midterm examination.
Week IX: October 27 & 29	Symbolism and Theme and Discussion Points Peer Group Literary Reading Discussion: Symbolism in Erdrich's "The Red Convertible" and Theme in Mansfield's "Miss Brill"	Read/Homework: In <i>CBIL</i> , Chapter 6 , "Symbolism," pp. 158-161 and pp. 161-168 (Erdrich's "The Red Convertible") (stop before Ellison); Chapter 7 , "Theme," pp. 188-191 (stop before Jackson), and pp. 198-202 (Mansfield's "Miss Brill") (stop before Neale Hurston). October 30: <u>Initial draft outline and draft of Short Paper #2</u> are due. Journal Writing Assignment: Journal Entry #6 based on Baldwin's "Sonny's Blues" and Erdrich's "The Red Convertible" is <u>due on 10/30.</u>

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p>Week X:</p> <p>November 3 & 5</p>	<p>Poetry: The Elements of Poetry</p> <p>Reading Poetry and Discussion Points</p> <p>Peer Group Literary Reading Discussion:</p> <p>Various Poems (as assigned)</p>	<p>Read/Homework: In <i>CBIL</i>, Chapter 17, “Reading Poetry,” pp. 505-521, and pp. 523-525, “Suggestions for Approaching Poetry” (**recommended if writing about poetry in Short Paper #3**) (stop before Moore poem).</p> <p>**Note: In addition, if writing about poetry for Short Paper #3, it is recommended to read pp. 1520-1530 in Chapter 43, “Writing about Literature,” in <i>CBIL</i>.**</p> <p>Journal Writing Assignment:</p> <p>Journal Entry #7 based on one of the writing prompt questions related to selected, various poems (see Journal assignment directions) is due on 11/6.</p> <p>Reminder: <u>Short Paper #2 is due on November 13.</u></p>
<p>Week XI:</p> <p>November 10 & 12</p>	<p>Word Choice, Word Order, and Tone</p> <p>Peer Group Literary Reading Discussion:</p> <p>Various Poems (as assigned)</p>	<p>Read/Homework: In <i>CBIL</i>, Chapter 18, “Word Choice, Word Order, and Tone,” pp. 545-557 (skip Nelson, Espada, Swift, and Marvell poems).</p> <p>November 13: <u>Final draft of Short Paper #2 is due.</u></p>

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p>Week XII:</p> <p>November 17 & 19</p>	<p>Drama: The Study of Drama</p> <p>Discussion Points about Reading Drama</p> <p>Peer Group Literary Reading and Discussion:</p> <p>Glaspell's <i>Trifles</i></p>	<p>Read: In <i>CBIL</i>, Chapter 35, pp. 973-992 (stop before Nottage's <i>POOF!</i>) (**recommended to re-read if writing about drama in Short Paper #3**).</p> <p>Note: In addition, if writing about a play for Short Paper #3, it is recommended to read pp. 1530-1536 in Chapter 43, "Writing about Literature" in <i>CBIL</i>.</p> <p>**Read: In <i>CBIL</i>, Chapter 44, "The Literary Research Paper," pp. 1537-1557, in preparation for Short Paper #3.**</p> <p>Note: Begin the writing process for Short Paper #3 by drafting some initial ideas based on assignment directions.</p> <p>Journal Assignment:</p> <p>Journal Entry #8 based on the prompt related to Glaspell's <i>Trifles</i> (1916) (see Journal assignment directions) is <u>due on 11/20</u>.</p> <p>November 20: <u>The initial draft outline, thesis and draft essay for Short Paper #3 are due.</u></p>

Zoom Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p>Week XIII: November 24</p>	<p>Developing Research Skills and Literary Argumentative Research:</p> <p>Critical Strategies for Reading & The Literary Research Paper</p> <p>Library Research Methods (Online Secondary Sources) and the College Library</p> <hr/> <p>Peer Group Activity:</p> <p>Research Methods Writing Workshop</p> <p>Research Discussion</p> <p>Research Writing Process Discussion</p>	<p>Re-Read/Homework: In <i>CBIL</i>, re-read Chapter 42, “Critical Strategies for Reading,” pp. 1459-1463 (stop before “Biographical Strategies”) and pp. 1466-1471 (stop before “Mythological Strategies”) and pp. 1473-1478; and re-read Chapter 44, “The Literary Research Paper,” pp. 1537-1557.</p> <p>Reminder: Short Paper #3 draft due date is approaching.</p> <p>Note: <i>Continue the writing process for a draft of Short Paper #3.</i></p> <p>**Begin online research on secondary sources in Tohono O’odham Community College Library for Short Paper #3.**</p>
<p>Week XIV: December 1 & 3</p>	<p>Peer Group Activity:</p> <p>Peer Review Essay Workshop</p> <p><u>Bring draft copies of Short Paper #3</u> for <u>12/1</u> for peer review and discussion</p> <p>Developing Research Skills and Literary Argumentative Research:</p> <p>Composing the Research Essay and Discussion Points</p> <p>Critical Strategies for Reading & The Literary Research Paper</p> <p>Library Research Methods (Online Secondary Sources) and the College Library</p>	<p>Re-Read/Homework: See above reading assignment for the previous week.</p> <p>**Note: <i>Continue online research on secondary sources</i> in Tohono O’odham Community College Library for Short Paper #3.**</p> <p>Note: Invention and Composition and Revision Phase of Writing Assignment:</p> <p>Recommended: Hacker and Sommers, <i>Rules for Writers</i>, “Research,” pp. 358-390; “Writing Papers in MLA Style,” pp. 391-476.</p> <p>December 4: <u>Final draft of Short Paper #3 is due.</u></p>

Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
Week XV: December 8 & 10	Final Examination Review Session occurs on December 8. Final Examination occurs through Canvas on December 10.	Begin review of previously read chapters for final examination. December 10: <u>Personal Review Cover Memo/ePortfolio is due to Turnitin.</u>

Evaluations and Grading & Assignments:

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

Your grade will be determined by the following:

- ***All work handed in as individual work must be done individually.*** This means that you need to be careful in writing your own words rather than “borrowing” words, phrases, or ideas from other students with whom you may have discussed an assignment. See the statement on Academic Integrity below.

The final grade for this course will be determined from your performance on many small tasks rather than on a few major projects such as a term paper, mid-term and final. This means that a poor performance on any one task will not hurt you greatly, and a very strong performance on any one task will not help your final grade very much. **Thus, it is highly important to complete and electronically submit all required coursework.**

Furthermore, please ensure that all necessary coursework has been electronically backed up and saved.

Indeed, to do well in this course, you should plan to attend and participate in Zoom class meetings on a regular and consistent basis. Academic success means consistently working at your best possible level. In addition, **chronic lateness to Zoom class meetings will also impinge on your participation** since group cohesion will lose its effectiveness.

Your final grade will be based on Individual and Group Work. It will be calculated using the following percentage scale: **A**=90 to 100%; **B**=80 to 89%, **C**=70 to 79%; **D**=60 to 69%; and **F**=50 to 59%.

Key Performance Areas in Individual Work:

a. Readiness Tests.....	60 pts.
b. Short Papers.....	300 pts.
c. Journal.....	80 pts.
d. Midterm Examination.....	100 pts.
e. Final Examination.....	100 pts.
f. Personal Review Cover Memo/ePortfolio.....	100 pts.
g. Group Work.....	50 pts.
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Total.....	790 pts.

- **Semester Range:**

790-711 points=A
 710-632 points=B
 631-553 points=C
 552-474 points=D
 Below 474 points=F

- **Readiness Tests:**

Several times during the semester, you will be given a short objective quiz through Canvas over the reading material you were to have prepared for that day. Unless you have extenuating circumstances, **missed readiness tests cannot be made up.**

Note: It is best to take quizzes as scheduled. In the case of unavoidable delay or absence, students must email the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Short Papers/Drafts of Short Papers/Re-written Short Papers:**

Course assigned essays are due at regular intervals during the semester to the Turnitin system. Pertinent log-in information for how to submit the essays will be provided through an email notification from Turnitin. Log-in information will be provided early in the semester. (**Note:** If you should encounter technical difficulties with Turnitin such as logging in, etc., please raise a service ticket with their staff, immediately. Please refer to this hyperlink regarding raising a technical service ticket: <https://www.turnitin.com/self-service/support-form.html?okay=ok>. Additionally, please notify the course instructor and

a college IT staff member, immediately, if you encounter a technical issue with logging in, etc., with Turnitin.)

Note: Please do not make it a habit of continually submitting essays or journal entries through Word attachments in email messages or by sharing coursework items in Google Docs. If there is a technical issue that prevents electronic submission, then once or twice is acceptable, but **continual submission through sharing in Google Docs or email Word attachments is unacceptable. Indeed, any technical issues with submitting coursework items should be resolved as soon as possible by the appropriate Turnitin staff member and/or IT staff member from the college.**

Three *five (minimum) to seven-page (maximum) papers* on assigned topics will be due at regular intervals during the semester to give you practice in developing and sustaining an argument or a line of thought in writing persuasive and interpretative-explanatory and analytical essays and, in this way, to further develop and deepen writing and critical-thinking skills based on close readings of literature.

Essays will be due at regular intervals to Turnitin during the semester.

Essays are due at stated deadlines.

Papers will be marked “A” (superior), “B” (above average), “C” (average), “D” (below average), “F” (failure), and “R” (paper must be re-written).

Appropriateness (whether the essay does what the assignment asks), structure and development of ideas, content, format, and mechanics will be considered in evaluating these short papers. A paper must receive a “D” or better to obtain credit.

Here are the following required procedural steps for final drafts of essays that receive an “R”:

1. Before resubmitting a rewritten paper (“R”), **students must schedule a one-to-one Zoom appointment with the instructor to discuss their paper so that their rewriting will be productive and effective.**
2. **The appointment should be scheduled in a timely manner before one week has elapsed.**
3. Remember, papers marked with an “R” are due **one week (or less for Short Paper #3)** after you have received a review summary of them through Turnitin.
4. The grade for the rewrite will be the grade the student receives for the assignment.
5. **Please notify the course professor by email message when rewritten essays have been submitted electronically since Turnitin does not provide notifications.**

Note: No paper may be rewritten more than once.

Note: If the re-written essay is unsuccessful or not completed, then it shall receive either a grade based on not completing revisions or a grade of “F” at the course professor’s discretion.

The rewrite must be electronically submitted to the Turnitin website. Finally, the grade for the rewrite will be the grade the student receives for the assignment if a rewrite has been submitted after meeting with the course professor.

Unless you have extenuating circumstances, late papers will not be accepted

I will distribute a style format before these assignments are due.

For backup purposes, please make sure that you save all your short papers on a USB flash drive (or memory stick) and/or make photocopies of your written work. In addition, please consider emailing yourself by placing the completed assignment in a Word document attachment.

Again, all essays (including rewrites) must be submitted to the Turnitin website.

Note: Short Paper #3 must include active engagement with researched secondary sources and must directly support this essay’s argumentative thought with inclusion of in-text citations. Library-researched, in-text citations (using Modern Language Association [MLA] formatting) from credible sources are a requirement for Short Paper #3.

Note: If Short Paper #3 does not contain library-researched, in-text citations (using MLA formatting), it will not be accepted.

Please request assistance from the course instructor with a one-to-one Zoom meeting or an appropriate library/tutorial staff member regarding how to format in-text citations (using MLA formatting) based on research. In addition, in the latter part of the course, review of in-text citations (using MLA formatting) will be reviewed. Finally, the college librarian can assist with formatting in-text citations (using MLA formatting).

Library-based, in-text citations are a highly important part of a college-level essay and general, college-level writing skills. Thus, it is highly important that Short Paper #3 have library-researched, in-text citations (using MLA formatting). **Again, if Short Paper #3 does not contain library-researched, in-text citations (using MLA formatting), it will not be accepted.**

Note: It is best to submit electronically to Turnitin all essays (including drafts) on time as scheduled. In the case of unavoidable delay or absence, students must email the instructor immediately with an explanation of the situation in order to make alternative

arrangements. Supplemental documentation may be required and points deducted. Only rarely will late work will be approved for credit.

- **Journal**

Specific topic prompts in the assignment instructions will be assigned for you throughout the semester to write on as entries for your journal in a Word document, and they will need to be submitted to Turnitin.

Appropriate questions, that is, prompts for your journal entries will also be posted in Canvas or sent to your college Gmail address. The main intent of this journal is for you to track your own development as a critical-thinking writer and to generate discussion with online questions posted for relevant literature. Hence, it will serve as one of the sources for writing the final Personal Review Cover Memo.

Specific instructions will be distributed regarding this assignment. **However, journal entries should be paragraph-length only (i.e., five to twelve sentences), double spaced, and in Times New Roman font. The specific prompt and journal number should be placed before the paragraph response.** Again, specific instructions will be provided.

Note: If journal prompts do not follow the physical formatting, per the instructions, it will be returned for reformatting.

For backup purposes, please make sure that you save all your journal entries on a USB flash drive (or memory stick) and/or make photocopies of your written work. In addition, please consider emailing yourself by placing the completed assignment in a Word document attachment.

Again, journal entries must be submitted electronically to the Turnitin website.

Note: It is best to submit the journal assignment as scheduled. In the case of unavoidable delay or absence, students must email the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Examinations**

The **midterm examination** will evaluate your understanding of the course material from the beginning to the approximate midpoint of the semester. The **final examination** will not be comprehensive. Instead, it will cover course material from the approximate midpoint to the end of the semester.

Both examinations will be given through a timed session in Canvas.

Note: It is best to take exams as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Personal Review Cover Memo/ePortfolio:**

The Personal Review Cover Memo for the electronic Portfolio is an opportunity for you to explore your development as a writer and a person throughout the semester. Thus, students will analyze and evaluate their own voice and how it develops. Use quotations from your short papers, the journal entries, and any other relevant sources that show changes or continuities in your writing style, voice, attitudes, beliefs, and subject matter.

This cover memo (please refer to appropriate pages in the Hacker and Sommers text for the formatting style of a memo) will be submitted along with (at least two) essays of your choosing and other items such as the checklist (see below). This constitutes the **ePortfolio** for the semester. Specific instructions will be distributed to students before the assignment is due. Finally, please maintain objectivity by fairly analyzing your experiences that influenced your writing voice and refraining from expressing overly personalized bias.

Mandatory Minimum Requirements:

- I. A specific assignment sheet and/or checklist will be distributed for the Personal Review Cover Memo/ePortfolio. The electronic portfolio checklist must be included in the submission per the specific instructions for its placement.
Writing ePortfolios that do not include the checklist will not be accepted.
- II. The cover memo **must** be word processed and in appropriate memo format (see appropriate pages in the Hacker and Sommers text). **Cover memos handwritten in ink or pencil will not be accepted. The cover memo, along with the other required materials, should be submitted electronically as a whole unit in a Word document to Turnitin.**
- III. **Each subheading must be answered with a minimum of three sentences.**
- IV. As with all writing assignments (e.g., journal entries, essays), please **proofread** the Personal Review Cover Memo for grammatical, spelling, and punctuation errors.
- V. In addition, you may be asked to rewrite the cover memo if it does not address the six questions below.
- VI. A single Word document will “house” all materials (i.e., the checklist, the cover memo, the essays, and the select journal entries) for the Personal Review Cover Memo/ePortfolio.

ePortfolio items should be placed one after another according to the checklist's instructions and stated order (in the Word document) for electronic submission to Turnitin.

The following questions must be used as subheadings in writing this cover memo:

1. What concerns (i.e., personal, social) did you contend with this semester?;
2. What skills (i.e., writing, social) did you build on?;
3. What struggles did you overcome?;
4. What efforts are still unresolved?;
5. What moral or academic or social issues remain highlighted for you?; and,
6. How far have you progressed as a student, a writer, and a person?

Please address and answer all of the above questions in your cover memo. Again, if the six questions are not addressed, it will need to be rewritten. If you have any further questions about this assignment, please do not hesitate to contact the instructor.

Note: It is best to submit the Personal Review Cover Memo/ePortfolio as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Group Work**

Students will be assigned to a particular peer group to help develop analytical skills in relation to the assigned literature and to generate the basis for literary discussion with posted questions. The peer group participants are expected to be engaged with collaborating, commenting, and leading discussion, etc., by responding to specific assigned questions and/or generating literary analysis questions based on the journal entry prompts in threaded discussions in Canvas. In addition, dialogue among peer group members through live chats in Gmail (or some other means of electronic communication) should further comprehension of assigned literature by generating collaborative responses to assigned questions related to the short stories, poems, and plays.

Periodically, other course-related peer group activities, as necessary, may also be assigned along with focusing on specific literary analysis questions. Indeed, individual paragraph responses to literature will be required to share with your assigned group to help build a consensus-based response for general class discussion. Per your group assignment, the paragraph responses should be posted to Canvas for threaded discussion.

Group work comprises a section of your overall course grade, so please fully participate in group discussion and activities.

- **Attendance**

Please plan to attend Zoom class meetings on a regular basis. Attendance is an important factor and requirement for this course.

Attendance points cannot be earned in this course. However, it is expected that attendance be on a regular and consistent basis for the scheduled Zoom meetings.

Himdag Cultural Component

Tohono O’odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O’odham Nation’s traditional standards for sharing information as determined by the Himdag Committee.

Policies and Expectations

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course. (Note: Unavoidable circumstances directly related to COVID-19 crisis, such as caring for someone with COVID-19 or contracting COVID-19.)
3. The student must have completed over 50% of the course requirements with at least a “C” grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), not submitted any assignments, nor taken any quizzes by the 45th day census report, due on October 8,

2020, are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by the withdrawal deadline date that can be found in the Academic Calendar on the TOCC website if you do not expect to complete the class. Otherwise, you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu.

Conduct: Bias, Bullying, Discrimination and Harassment

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

Additional Course Policies:

- 1) Students are expected to attend each class, arriving on time, except in the case of an excused emergency.
- 2) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 3) Unexcused late arrivals or early departures will count against attendance record.
- 4) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 6) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class meeting during the class period will constitute one (1) absence.
- 7) No cell phone use is allowed during class meetings. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 8) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 9) No work will be accepted after the last class.

Classroom Behavior:

- Visitors may be only allowed at class sessions or on field trips with instructor approval, visitor's safety and behavior are the responsibly of the student.
- Possession of drugs, alcohol or firearms on college property is prohibited and illegal.
- Food and beverages are allowed in classrooms at discretion of the instructor.
- Cellphones should be turned off during class, unless the instructor is allowing students to use their tools (e.g., calculator, internet access).

- Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave (or exit a Zoom meeting).
- Student behavior is also detailed in student handbook under Student Code of Conduct Violations.

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. Laboratories (if relevant) cannot be made up except in the case of college closure. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations, ask your instructor or the librarian.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.