

# TOHONO O'ODHAM COMMUNITY COLLEGE



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## Syllabus: *WRT 102, Writing II*

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### Course Information

**Course Prefix/Number:** WRT 102, Section 2  
**Semester:** Summer 2019 (Eight-Week Session)  
**Class Days/Times:** Online with synchronous and asynchronous delivery

**Credit Hours:** 3  
**Course Title:** Writing II  
**Campus:** Online  
**Building:** Online  
**Room:** Online

### Instructor Information:

**Name:** Edison Cassadore, PhD

**Phone/Voice Mail:** (520) 383-0103

**E-mail:** ecassadore@tocc.edu

**Office location:** N/A

**Office hours:** If you should need to see me, please schedule a one-to-one Zoom-meeting appointment.

### Course Description:

This course is the continuation of Writing 101, which includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. It also consists of writing a research paper.

### 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.

# TOHONO O'ODHAM COMMUNITY COLLEGE

## Course Structure:

This course will relate various methods and skills for students to become more effective and organized writers, especially by focusing on the continuing development of analytical and inference skills that lead to writing critical, literary essays. Critical thinking and writing mean communicating your ideas in a persuasive, thorough manner with clearly written sentences and factual evidence garnered from the text(s) and research from credible sources.

## Texts and Materials:

-  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 USB flash drive (for backing up and submitting written work); a three-ring binder (with loose-leaf notebook paper) with tab dividers for coursework; a planner; a vocabulary-builder text (recommended); a dictionary; and a thesaurus.

**Recommended Materials:** A three-ring binder for loose-leaf, lined paper for notes, etc.

Please ensure that you have access to Microsoft Word and a computer. All drafts of essays, final drafts of essays, journals, and the cover memo must be word processed and submitted electronically. **Handwritten work will not be accepted.**

Keep a spare ink cartridge for your printer at home and plenty of printer paper so you do not 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 Languages 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.)

# TOHONO O'ODHAM COMMUNITY COLLEGE

## Evaluation and Grading and Assignments:

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.....	60 pts.
d. midterm examination.....	100 pts.
e. final examination.....	100 pts.
f. personal review cover memo/portfolio.....	100 pts.
g. group work.....	50 pts.

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Total.....770 pts.

- **8-week Points Range:**

770-693 points=A  
692-616 points=B  
615-539 points=C  
538-462 points=D  
Below 462 points=F

- **Readiness Tests:**

Several times during the eight-week summer session, 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.**

# TOHONO O'ODHAM COMMUNITY COLLEGE

**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 eight-week summer session 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 eight-week summer session 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 writing skills based on literature.

Essays will be due at regular intervals to Turnitin during the eight-week summer session.

**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 an 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.**

# TOHONO O'ODHAM COMMUNITY COLLEGE

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. **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 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.**

# TOHONO O'ODHAM COMMUNITY COLLEGE

**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 will be assigned for you throughout the eight-week summer session to write on as entries for your journal in a Word document, and they will need to be submitted to Turnitin. Appropriate questions for your journal will also be distributed in class 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.

**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 eight-week summer session. The **final examination** will not be comprehensive. Instead, it will cover course material from the approximate midpoint to the end of the eight-week summer session.

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 eight-week summer session. 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 eight-week summer session. 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.

### **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 eight-week summer session?;
2. What skills (i.e., writing, social) did you build on?;
3. What struggles did you overcome?;
4. What efforts are still unresolved?;



# TOHONO O'ODHAM COMMUNITY COLLEGE

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, especially since this is a short, summer course.

**PLEASE NOTE: Passing the course requires that you hand in all short papers and tests and required assignments as well as your active participation in class discussion in the Zoom meetings and the threaded discussions in Canvas.** Evidence of plagiarized essays (or evidence of plagiarism with any written work) is also grounds for an automatic failing grade for the specific writing assignment. **Continual instances of plagiarism are also grounds for further punitive actions regarding the course grade.** Plagiarism is a serious offense in academia, so please do not plagiarize whether



# TOHONO O'ODHAM COMMUNITY COLLEGE

intentional or not.

## **Himdag Cultural Component:**

How would you apply the T-So:son values to any of the stories in the course? Choose at least four pieces of literature (e.g., a poem, a short story, or a play) that you believe illustrate (or not) each of the T-So:son values, and then write a paragraph (or more, but not to exceed two pages) stating why the piece of literature exemplifies (or does not) a particular value. An in-class and/or an optional, credit activity may be planned to further understand the meaning of the T-So:son values.

## **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 and group work, words or ideas that come from someplace 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).

**Plagiarism** is defined as “taking another person’s ideas or work and presenting them as your own” and “is especially intolerable in academic culture. Just as taking someone else’s property constitutes physical theft, taking credit for someone else’s ideas constitutes intellectual theft” (*Your College Experience: Strategies for Success*, 162). As the Tohono O’odham Community College *Student Handbook*, Academic Year 2010-2012, states, “Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor” (26).

Any instance of plagiarism is unacceptable and is grounds for an automatic failing grade on a specific assignment. Indeed, “Submitting a paper you purchased from an Internet source or from an individual will cause you to miss out on the discovery and skill development that research assignments are meant to teach” (*Your College Experience: Strategies for Success*, 207).

**Continual instances of plagiarism are also grounds for further punitive actions regarding the course grade.** Plagiarism is a serious offense in academia, so please do not plagiarize whether intentional or not.

**Search engines (and other electronic methods such as Turnitin) can easily detect instances**

# TOHONO O'ODHAM COMMUNITY COLLEGE

**of plagiarism, so, again, please do not plagiarize.**

- **Incompletes**

**I**=Generally, in order to be considered for an Incomplete, you must successfully pass and complete over 75% of the coursework with a “C” grade average or better, and then submit a written request to substantiate the “I” grade.

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. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% 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 ninth week 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.

The incomplete, however, is awarded at the sole discretion of the instructor, and each case is judged on individual merit and extenuating circumstance(s), **but the request must meet all three requirements above.**

**Note: The instructor requires that a brief written and dated request be either submitted electronically before or no later than 4:30 p.m., Monday, July 20<sup>th</sup>, 2020. A request for an incomplete to the above email address should be completed by the date and time specified.** You must state the circumstances of your request and why you feel you qualify for an Incomplete. Students, indeed, are responsible for requesting an incomplete grade from the instructor in a timely manner.

If a student is awarded an “I,” **it is the student’s primary responsibility to maintain communication with the course professor for any further requirements for completion of coursework.** For any awarded “I” grade, a “Learning Agreement” form will need to be completed which will stipulate specific time frames for when remaining work will need to be submitted.

For further clarification of the “I” grade, please refer to the current Tohono O'odham Community College Catalog that is officially in use.

# TOHONO O'ODHAM COMMUNITY COLLEGE

- **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.

**NOTE:** If you miss **four or more class meetings without a valid excuse** communicated to the instructor in a timely manner, you will be withdrawn, and a “W” or “Y” will be recorded.

- **Chronic Lateness**

**Persistent and chronic tardiness will not be tolerated since key information is usually given at the beginning of a Zoom class meeting.** It is unfair, disruptive, and inconvenient for the instructor and your colleagues to repeat statements made at the start of the scheduled Zoom class session.

Please try to arrive on time for each scheduled Zoom class meeting. Indeed, **if a student is more than 15 minutes late to a Zoom class meeting without a valid excuse, the student will be considered absent.** Chronic and persistent tardiness will not be tolerated.

**Supplemental documentation may be required regarding tardiness.**

- **Absences**

You are expected to arrive to class on time and be prepared to participate in each class period through video conferencing in Zoom. **Four unexcused absences from synchronous Zoom meetings may result in withdrawal and a “W” or “Y” will be recorded.** You may request to be excused from a Zoom class meeting for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent or have been absent, **please notify the instructor as soon as possible.**

You have seen from the explanations above that absences are not a good idea in this summer online course. While one or two missed class meetings will not harm your opportunity to do well, a large number of absences—particularly unexcused ones—will. **It is always a student’s choice to attend or not, but the course instructor strongly urges class meeting attendance with the synchronous Zoom meetings on a regular basis.**

**Please do not schedule outside appointments that conflict with the synchronous Zoom class meeting times and days.**

**Note: Zoom meetings might be recorded pending storage capabilities.**

However, if you have extenuating circumstances, please communicate with the instructor about your particular situation as soon as possible. Supplemental documentation, however, may be required regarding absences from the Zoom meetings.

# TOHONO O'ODHAM COMMUNITY COLLEGE

- **Americans with Disabilities Act (ADA) Compliance**

Tohono O'odham 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 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.

- **Title IX**

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes the following: sexual misconduct; harassment; stalking; domestic and dating violence; and, sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced 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:  
Ms. Naomi Tom  
Dean of Student Services

- **Cultural/Religious Observance & Accommodations**

The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. *At least two weeks before the religious observance, students must submit to the instructor a written statement that contains the date of the observance.* Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.

- **Email College Account and Communication:**

**Please strive daily to check your Tohono O'odham Community College (TOCC) assigned email account.** The college conducts most of its business through email communication. Indeed, important information such as general announcements, weather-related college closure announcements, etc., are communicated through your college-assigned email account. If you are having difficulty accessing your email account, please contact the appropriate college IT staff member to support your obtaining email account access.

- **General Classroom Behavior**

Students should behave and speak in a mutually respectful, mature, and courteous manner when addressing other students and the instructor during a scheduled video conferencing Zoom meeting. Indeed, the classroom experience and environment should encourage positive feelings and thoughts and your full attention is required. Because of this, any disruption of the lecture and usual classroom activities during a scheduled Zoom meeting will not be tolerated.

# TOHONO O'ODHAM COMMUNITY COLLEGE

In addition, during class lecture and other activities in a Zoom meeting, *students must turn off cellular telephones. Text messaging is forbidden during the entire class meeting time.*

**Note: Other than your own computer, all electronic devices are not to be used during the entire Zoom class meeting time. Please do not listen to music while the Zoom class meeting is in session.**

Again, all electronic devices are not permitted during the entire allotted class meeting time unless permitted verbally by the course instructor for class meeting-related work only. Before an electronic device is used, **permission from the course instructor must be granted first**, and the device must be used for course-related work only.

- **Coursework Submission:**

**Please notify the course instructor by email communication** when coursework (including any rewritten coursework) has been submitted either by electronic means (i.e., essays, journal entry assignment submissions) to Turnitin (including the course professor's email address) or by hand if submitted to the course professor's mailbox (i.e., portfolio assignment).

Coursework items such as journal entries, essays, and the Personal Review Cover Memo/ePortfolio are to be submitted directly to Turnitin. Log-in information from Turnitin will be provided to you based on your college email address.

If there is a technical issue with submitting to Turnitin, please raise a technical service ticket by navigating to this hyperlink: <https://www.turnitin.com/self-service/support-form.html?okay=ok>. (Additionally, please notify the course instructor and a college IT staff member through email message, immediately, if you encounter a technical issue with logging in, etc., with Turnitin.)

While submission of electronic coursework through email Word attachment is permitted when there is a technical issue, it should not be continually done as this undermines the purpose of Turnitin.

In addition, because the course professor receives multiple email messages per day, a coursework submission can get swallowed up. Thus, it is best to resolve quickly any technical difficulties with Turnitin as soon as possible.

- **Strive to Maintain Keys to Academic Success\*:**

**Participation:** Come to a Zoom class meeting and stay involved. Participate in Zoom and Canvas class discussions and activities, so you can develop your writing skills.

**Self-discipline: Don't miss any of the deadlines.** Give yourself plenty of time to do your studying and assignments. Set aside specific times each day and each week to read, reflect, and complete your assignments. Don't wait until the last possible moment to complete your assignment. Start your work early. Having trouble? Contact me early. I'm here for you.

**Habits of Mind** are ways of approaching learning that are both intellectual and practical and will

# TOHONO O'ODHAM COMMUNITY COLLEGE

support student success. They were developed by the Council of Writing Program Administrators, National Council of Teachers of English, and the National Writing Project.

- **Curiosity** – the desire to know more about the world.
- **Openness** – the willingness to consider new ways of being and thinking in the world.
- **Engagement** – a sense of investment and involvement in learning.
- **Creativity** – the ability to use novel approaches for generating, investigating, and representing ideas.
- **Persistence** – the ability to sustain interest in and attention to short- and long-term projects.
- **Responsibility** – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- **Flexibility** – the ability to adapt to situations, expectations, or demands.
- **Metacognition** – the ability to reflect on one's own thinking and use what one learns from reflection on one writing project to improve writing on subsequent projects.

(\*Courtesy of and adapted from Shawn Hellman, PhD)

## Course Outline:

- 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

**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.

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# TOHONO O'ODHAM COMMUNITY COLLEGE

## WRT 102 Reading Assignments

### Summer 2020 (Eight-Week Session)

**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.

#### Important Due/Test Dates:

**June 19:** Final draft of Short Paper #1 is due.

**June 19:** Midterm Review (In-Class) Session

**June 20:** Midterm Examination

**July 10:** Final draft of Short Paper #2 is due.

**July 22:** Final draft of Short Paper #3 (based on secondary-sources research) is due.

**July 24:** Personal Review Cover Memo/ePortfolio is due.

**July 22:** Final Examination Review Session

**July 23:** Final Examination

**Note:** Quizzes will be given throughout the semester as announced in Canvas. Examinations will be given through Canvas.

**Note:** Journal entries will be due throughout the semester (see below for specific due dates).

**Note:** As the need warrants, some weeks may have an additional evening Zoom meeting other than Wednesdays and Thursdays. An announcement will be made about any potential additional Zoom meeting prior to any potential week in the summer session.



# TOHONO O'ODHAM COMMUNITY COLLEGE

Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p><b>Week 1:</b></p> <p><b>June 1 and 2</b> (asynchronous/on your own)</p> <p><b>June 3 and 4</b> (synchronous/ Zoom meetings)</p>	<p><b>For June 1:</b></p> <p><b>Review course syllabus on your own</b></p> <p><b>For June 2:</b> Pre-diagnostic Questions</p> <p><b>Course Motto:</b> <i>Reading-Thinking-Writing</i></p> <p><b>For June 2:</b></p> <p>Introduction: Welcome to the Course</p> <p>Reading-Thinking about Fiction:</p> <p>Review: <b>Critical-Thinking Method</b></p> <p>Review: <b>Paragraph Structure:</b> The Point-Illustration-Explanation (P.I.E.) System</p> <p>Review: <b>Thesis Statement</b></p> <hr/> <p><b>For June 3 and 4:</b> Review of <b>Essay Structure:</b> The Five-Paragraph Model</p> <p><b>Definition of Theme:</b> How is this concept of “theme” different from “subject” in a fictional work?</p> <p><b>Handouts:</b> Critical-Thinking, P.I.E., and Theme</p> <p><b>Active Reading of Fiction:</b> Kate Chopin’s “The Story of an Hour”</p>	<p><b>Read/Homework:</b> “The Value of Literature” (recommended), pp. 4-6, introductions and syllabus review.</p> <p>For 6/2 and 6/3 and 6/4, read in <i>The Compact Bedford Introduction to Literature (CBIL)</i> (12<sup>th</sup> Edition), Chapters 1, pp. 13-29, and 2, pp. 30-38 (stop before Alice Walker) and pp. 40-50, Chapter 42, “Critical Strategies for Reading,” pp. 1459-1461 (stop before “Formalist Strategies”), pp. 1473-1475 (“Reader-Response Strategies” only) and other possible handouts.</p> <p><b>Recommended Reading:</b> In <i>CBIL</i>, “The Value of Literature,” pp. 4-6, and Chapter 42, pp. 1461-1473 (beginning with “Formalist Strategies” to “Mythological Strategies”).</p>

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<p><b>Week II:</b></p> <p><b>June 8 and 9</b> (asynchronous/on your own)</p> <p><b>June 10 and 11</b> (synchronous/ Zoom meetings)</p>	<p><b>For June 8 and 9:</b> Active Reading of Various Fictional Texts:</p> <p><b>Peer Group Literary Reading Discussion:</b> Contrasting Examples and Views of Desire in Paley and Ortiz Cofer</p> <p><b>Key Questions:</b> What does “desire” mean and how is it re-presented in both texts? How do they compare and/or differ? Why?</p> <hr/> <p><b>For June 10 and 11:</b> Writing about Fiction Workshop:</p> <p>What is a <b>rhetorical situation</b> in writing? (handout and brief video)</p> <p>What is <b>Ethos-Pathos-Logos</b>?</p> <p><b>Rhetorical Situation:</b> Comparative Literary Analysis of the Idea of Desire in Short Paper #1</p> <p><b>Handout(s):</b> Rhetorical Situation Graphic Ethos, Pathos, Logos</p>	<p><b>Read/Homework:</b> See above. Also, please read in <i>CBIL</i>, pp. 1479-1536, “Writing about Literature” as a supplement to this week’s activities.</p> <p><b>Journal Writing Assignment:</b></p> <p><b>Journal Entry #1</b> based on Chopin is <b><u>due on 6/12.</u></b></p>

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<p><b>Week III:</b></p> <p><b>June 15 and 16</b> (asynchronous/ on your own)</p> <p><b>June 17 and 18</b> (synchronous/ Zoom meetings)</p>	<p><b>For June 15:</b> Peer Group Literary Reading Discussion through a live chat feature and/or some other electronic communication means and/or responses to threaded discussions: Continuation of Daley and Ortiz Cofer</p> <hr/> <p><b>For June 16:</b> 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><b>Read/Homework:</b> Continuation, see above.</p> <p><b>Journal Writing Assignment:</b></p> <p><b>Journal Entry #2</b> based on Daley and Ortiz Cofer is <b><u>due on 6/19.</u></b></p> <p><b>Invention Phase of Writing:</b> Generate some preliminary ideas for Short Paper #1 about Daley and Ortiz Cofer and bring these ideas for general class discussion during one of the Zoom sessions.</p>
	<p><b>For June 16, also:</b> Peer Group Literary Reading Discussion: Continuation of Daley and Ortiz Cofer</p> <hr/> <p><b>For June 17:</b> Writing about Fiction Workshop: Writing an Analytical, Literary Thesis</p> <p><b>Rhetorical Situation:</b> Comparative Literary Analysis of the Idea of Desire in Short Paper #1</p> <hr/> <p><b>For June 18:</b> Reading-Thinking-Writing about Fiction: Some Elements of Fiction</p> <p>Plot and Discussion Points</p> <p><b>Peer Group Literary Reading Discussion:</b> Faulkner's "A Rose for Emily"</p> <hr/> <p><b>For June 18, also:</b> Writing about Fiction:</p> <p><b>Outlining</b> (continuation of Writing as a Process)</p> <p><b>Building Evidentiary Support with Literary References</b> (continuation of Writing as a Process) (see p. 1488-1493, <i>CBIL</i>)</p>	<p><b>Writing Assignment:</b> Based on this week's further discussion, write any other additional, reflective ideas for the meaning of "desire" as re-presented in Daley and Ortiz Cofer for Short Paper #1, which is due on <b><u>June 19.</u></b></p> <hr/> <p><b>Read/Homework:</b> Re-read Chapter 2, "Plot," pp. 30-38 (stop before Alice Walker) and pp. 40-50 for June 18 discussion on Western literary plot structure and Faulkner's "A Rose for Emily."</p> <hr/> <p><b>June 19: Short Paper #1 ("The Idea of Desire") is due to Turnitin.</b></p> <hr/> <p><b>Journal Writing Assignment:</b></p> <p><b>Journal Entry #3</b> based on Faulkner's "A Rose for Emily" is <b><u>due on 6/19.</u></b></p>

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<p><b>Week IV:</b></p> <p><b>June 22 and 23</b> (asynchronous/on your own)</p> <p><b>June 24 and 25</b> (synchronous/ Zoom meetings)</p> <p>(Note: Zoom meeting on June 25 might be optional.)</p>	<p><b>For June 22:</b> <b>Character</b> and Discussion Points (read posted handout)</p> <p><b>Peer Group Literary Reading Discussion:</b> Character and Baldwin's "Sonny's Blues" through posted questions and threaded discussion and/or live chat or some other electronic communication means/discussion of posted responses/analysis discussion of Baldwin</p> <hr/> <p><b>For June 23:</b> <b>Writing about Fiction Workshop:</b> "Writing the Introduction" and Drawing Critical-Thinking <b>Conclusions</b> (continuation of Writing as a Process) (see pp. 1493-1494 in <i>CBIL</i>)</p> <p><b>Revision and Editing</b> (continuation of Writing as a Process) (see pp. 1494-1496 in <i>CBIL</i>)</p> <hr/> <p><b>June 24:</b> <i>Midterm Examination Review Session</i></p> <p><b>June 25:</b> <i>Midterm Examination</i></p>	<p><b>Read/Homework:</b> For <b>June 22</b> and <b>23:</b> Chapter 3, "Character," pp. 65-73 and pp. 85-106 (Baldwin's "Sonny's Blues").</p> <hr/> <p><b>Journal Writing Assignment:</b> <b>Journal Entry #4</b> based on Baldwin and Gilman Perkins is <b>due on 6/26</b>.</p> <hr/> <p>Prepare for <b>midterm examination review and examination</b> by reviewing all relevant course materials.</p>
<p><b>Week V:</b></p> <p><b>June 29 and 30</b> (asynchronous/on your own)</p> <p><b>July 1 and 2</b> (synchronous/ Zoom meetings)</p>	<p><b>For June 29 and 30:</b> <b>Setting</b> and Discussion Points (read posted handout)</p> <p><b>Peer Group Literary Reading Discussion:</b> Setting and Hemingway's "Soldier's Home" through posted questions and threaded discussion and/or live chat or some other electronic communication means/discussion of posted responses/analysis discussion of Hemingway</p> <hr/> <p><b>For July 1 and 2:</b> <b>Symbolism</b> and <b>Theme</b> and Discussion Points (review of posted handout)</p> <p><b>Peer Group Literary Reading Discussion:</b> Symbolism and Theme in Erdrich's "The Red Convertible" and Mansfield's "Miss Brill"</p>	<p><b>Read/Homework:</b> For <b>June 29</b> and <b>30:</b> Chapter 4, "Setting," pp. 107-115.</p> <p><b>Journal Writing Assignment:</b> <b>Journal Entry #5</b> for discussion on Hemingway's "Soldier's Home" is <b>due on 7/3</b>.</p> <hr/> <p><b>Read/Homework:</b> For <b>July 1</b> and <b>2:</b> Chapter 6, "Symbolism," pp. 158-168, and Chapter 7, "Theme," pp. 188-191 (stop before Jackson), and pp. 198-202 (stop before Hurston).</p> <p><b>Final Journal Writing Assignment:</b> <b>Journal Entry #6</b> based on Baldwin's "Sonny's Blues" and Erdrich's "The Red Convertible" is <b>due on 7/3</b>.</p>

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<p><b>Week VI:</b></p> <p><b>July 6 and 7</b> (asynchronous/on your own)</p> <p><b>July 8 and 9</b> (synchronous/ Zoom meetings)</p>	<p><b>Poetry: The Elements of Poetry</b></p> <p><b>Reading Poetry</b> and Discussion Points (review relevant video in Canvas)</p> <p><b>Peer Group Literary Reading Discussion:</b></p> <p>Various Poems (as assigned)</p> <p><b>**For July 6, begin drafting a thesis for third essay based on selecting either the Poetry Track or Drama Track**</b></p> <p><b>**For July 6, look ahead and review research module in Canvas**</b></p> <p><u>(Note:</u> A possible college librarian visit, discussion, and presentation on secondary sources research may occur either on <b>July 8 or 9 through Zoom</b>, which is to be determined.)</p>	<p><b>Read/Homework:</b> Chapter 17, “Reading Poetry,” pp. 505-524 (skip Barreca poem) (stop before “Poetic Definitions of Poetry”) and Chapter 44, “The Literary Research Paper,” pp. 1537-1557 (<b>in preparation for this week and Short Paper #3</b>).</p> <p><b><u>Begin drafting thesis for Short Paper #3.</u> Also, look ahead to research module in Canvas.</b></p> <p><i>Begin online research on secondary sources</i> in Tohono O’odham Community College Library for Short Paper #3.</p> <p><b>Recommended:</b> Hacker and Sommers, <i>Rules for Writers</i>, Ninth Edition, “Research,” pp. 358-390; “Writing Papers in MLA Style,” pp. 391-476.</p> <p><b>July 10: Short Paper #2 (“The Idea of Home”) is due.</b></p>
<p><b>Week VII:</b></p> <p><b>July 13 and 14</b> (asynchronous/on your own)</p> <p><b>July 15 and 16</b> (synchronous/ Zoom meetings)</p>	<p><b>For July 13 and 14:</b> Drama: The Study of Drama</p> <p><b>Discussion Points about Reading Drama</b> (see posting in Canvas)</p> <p><b>Peer Group Literary Reading and Discussion and General Class Discussion through Canvas:</b></p> <p>Glaspell’s <i>Trifles</i></p> <hr/> <p><b>For July 15 and 16, see Canvas research module:</b> Developing Research Skills and Literary Argumentative Research:</p> <p>Critical Strategies for Reading &amp; The Literary Research Paper</p> <p>Library Research Methods (Online Secondary Sources) and the College Library</p>	<p><b>Read/Homework:</b> Chapter 35, pp. 973-992 (stop before <i>POOF!</i>).</p> <p><b>Read/Homework:</b> Re-read Chapter 42, “Critical Strategies for Reading,” pp. 1459-1461 (stop before “Formalist Strategies”), and re-read Chapter 44, “The Literary Research Paper,” pp. 1537-1557.</p>

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<p><b>Week VIII:</b></p> <p><b>July 20 and 21</b> (asynchronous/on your own)</p> <p><b>July 22 and 23</b> (synchronous/ Zoom meetings)</p> <p>(Note: Zoom meeting on July 23 might be optional.)</p>	<p><b>For July 20, review all posted research-related items in the Canvas module for this week:</b></p> <p>Developing Research Skills and Literary Argumentative Research:</p> <p>Composing the Research Essay and Discussion Points</p> <p>Critical Strategies for Reading &amp; The Literary Research Paper</p> <p>Library Research Methods (Online Secondary Sources) and the College Library</p> <hr/> <p><b>For July 21:</b> Peer Group Activity in Canvas:</p> <p>Research Methods Writing Workshop</p> <p>Research Discussion through Canvas</p> <p>Research Writing Process Discussion</p> <p><b><u>Bring draft copies to share of Short Paper #3 for July 21</u></b> for peer review and discussion through screen sharing in Zoom</p> <hr/> <p><b>On July 22:</b> <i>Review Session for Final Examination.</i></p> <p><b>On July 23:</b> <i>Final Examination</i> in Canvas</p>	<p><b>Re-Read/Homework:</b> Chapter 47, “Critical Strategies for Reading,” pp. 1355-1376, and Chapter 49, “The Literary Research Paper,” pp. 1408-1424.</p> <p><b>Note:</b> <i>Continue online research on secondary sources</i> in Tohono O'odham Community College Library for Short Paper #3.</p> <p><b>July 22: <u>Short Paper #3 (with secondary sources as in-text citations)</u> is due.</b></p> <p><b>July 24: <u>Personal Review Cover Memo/ePortfolio is due to Turnitin.</u></b></p> <hr/> <p>Please <b>review all relevant materials</b> for preparation for the final examination.</p> <p>Have a fun and safe rest of the summer!</p>