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## Syllabus: WRT 101 Section 2

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<b>Course Information</b>	
Course Prefix/Number: WRT 101(3)	Credit Hours: 3
Semester: Spring 2020	Course Title: Writing 101
Class Days/Times: Tue/Thur: 1:30 – 2:45	Room: Central 502

<b>Instructor Information:</b> Name: Anthony Osborn, PhD	Phone/Voice Mail : 520-360-5044 E-mail : aosborn@tocc.edu Office location: Office hours: by appointment
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<p><b>Course Description:</b></p> <p>This course focuses on the principles and practices of writing, and includes writing a variety of college-level essays. Students will develop ideas, consider the audience, review basic grammar, and use critical thinking skills to improve overall writing skills.</p>
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<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• The main purpose of WRT 101 is to introduce you to the conventions of academic writing and critical thinking. There are many reasons as to why we write. We write to communicate to others; we write to convince others that our position has validity; and we write to discover new things about our world, as well as ourselves. Writing can become a</li> </ul>
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medium for self-reflection, self-expression, and communication—a means of coming to know for both the writer and the reader.

- Learning to write requires writing. Writing is a craft, and as a craft, writing can be learned and refined. Ultimately, writing takes practice, and as a writer, you will have ample opportunities to write both in the classroom and outside of it —
- This course will offer you ample opportunities to practice writing so that you become a more effective writer by the end of this course than you were at the start. Also, you will develop a greater understanding of what you need to consider to continue to develop as a writer. Remember, writing is a process and an evolving process. It requires effort, dedication and time.
- It is my hope that you will discover also that writing, reading and learning are intricately intermeshed. Writing is based on experience—experience with a text or personal experience—and that reading is a means to broadening experiences. Much of the readings and ensuing discussions may challenge more commonly accepted assumptions and beliefs. You will be required to critically rethink and reevaluate popular concepts and ideas (this may also challenge your own ideas, SO please keep an open mind). One of the main goals of this class will be to understand how language informs and shapes our culture and society, as well as our everyday lives and practices. Together we will become more critically conscious of the world that we inhabit.

**Student Learning Outcomes (SLOs):**

1. Develop ideas about a topic for the purpose of writing, organizing, selecting and relating ideas, and develop them in coherent paragraphs and essays.
2. Use a variety of writing styles for different audiences, and improve writing by correcting errors, restructuring, and rewriting.
3. Write essays and other works to include drafts, journals, and in-class writing.

**Texts and Materials:**

Kennedy, X.J., Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl Repetto. *The Brief Bedford Reader*. (Thirteenth Edition) Boston: Bedford/St. Martin's, 2017.

To do well in this class, you should plan to attend and participate in class on a regular and consistent basis. Success means regularly doing your best. Also, being late to class consistently will impact your grade.

Final Grades are figured as follows: **A=90+%; B=80-89%; C= 70-79%; D=60-69% and F=50-59%.**

Here are the required assignments for this course, and there point values:

- a. Quizzes.....3@20 pts. Each = **60 pts.**
- b. Short Papers.....3@ 100 pts. Each=**300 pts.**
- c. Journal.....**100 pts.**
- d. Midterm.....**100 pts.**
- e. Final.....**100 pts.**
- TOTAL.....660 pts.**

**Quizzes**

3 quizzes will be given on the required reading material. This breaks down to a quiz approximately every 3 weeks.

**Short Papers**

Three papers (**Three to five full-pages in length**) on assigned topics will be due approximately every 3-4 weeks.

**Midterm**

This exam will cover materials completed up until the time of the exam. It will be a mix of short answer, multiple choice, true/false, etc. and will be given approximately half way through the semester.

**Final**

The final exam will be the same as listed above, only covering material from the midterm on to the end of the course.

**Himdag Cultural Component:**

*Himdag* Cultural Component: the students will reflect on the *T-Sa:san/Himdag* throughout the semester and write about their understanding of cultural aspects in the Academic Response Journal.

**Policies and expectations-**

In addition to any other TOCC policies specified in the Student Handbook, the following

Late work will not be accepted unless you arrange an alternate due date **BEFORE** the stated due date.

Be punctual for class and attend every class. You are part of a team and attending all classes (and completing all assigned work in preparation for class activities) will ensure a smooth flow of our class work and schedule. If (for some reason) you are absent, **YOU** are responsible for contacting me and explaining your situation as soon as possible. You are also responsible for finding out what work you miss, and for catching up with the rest of the class. Attending class is a priority!

Merely attending classes while not participating and/or submitting poor quality work will affect your grade significantly-your **ACTIVE** participation is requested.

You must attend more than 80% of class sessions to receive a passing grade. If you miss 3 consecutive classes, you will be dropped from the course and receive an '*F*'. It is your responsibility to withdraw from class if you accrue excessive absences, or decide to discontinue the class. Students who discontinue attending class without withdrawing will receive an "F" grade, a grade that may affect their scholarship status.

Please refrain from using cell phones and other electronic devices while class is in session unless approved by the instructor. This request is out of courtesy and respect for your fellow classmates and to maintain a conducive atmosphere for productive learning.

Please be respectful and courteous to all members of this class. Inappropriate behavior will not be tolerated. Plagiarism, in any form, is unacceptable and will result in an 'F' automatically. There is absolutely no excuse for plagiarism.

Communication is key to your success. I will do my best to assist you in any way I can to help you get the best grade possible. You need to do your part to help me achieve this goal by not hesitating to approach me whenever you are experiencing difficulties/concerns of any kind, and by committing 100% to this class.

**Conduct: Bias, Bullying, Discrimination & 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.

**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 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 383-0033 email: aespinoza@tocc.edu

**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) his or her 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 Resources Coordinator, aosborn@tocc.edu, or 520-360-5044 for additional information and assistance.

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

WEEK	TOPIC	READING
1	Introductions, Syllabus, Housekeeping items, Informal assessments, etc.	N/A
2	Critical Reading	Chapt. 1
3	The Writing Process ( <b>Labor Day Mon. 9/2</b> )	Chapt. 2
5	Narration: Telling a Story	Chapt. 3

	<b>Short Paper #1 “Tell me a story”</b>	Amy Tan: “Fish Cheeks” Alexie’s “Indian Education” <b>(provided)</b>
6	Description: Writing with Your Senses  <b>Short Paper #1 due</b>  <b>Review Short paper #2 Descriptive</b>	Chapt. 4 Manning’s “Arm Wrestling with My Father” Momaday’s “The Way to Rainy Mountain”
7	<b>FALL BREAK</b>	
8	Pointing to Instances <b>Midterm Review</b>	Chapt. 5 Staples’ “Black Mena and Public Space” Rae’s “The Struggle”
9	Comparison and Contrast: Setting Things Side by Side <b>Midterm</b>	Chapt. 6 Sedaris’ “Remembering My Childhood on the Continent”
10	Process Analysis: Explaining Step by Step <b>Short Paper #2 Due</b>	Chapt. 7 Dumas’ “Sweet,Sour, and Resentful”
11	Division or Analysis: Slicing into Parts	Chapt. 8 Parkers’ “Lipsytes’ “Jock Culture”
12	Classification: Sorting into Kinds	Chapt. 9 Bakers’ “The Plot against People”
13	Cause and Effect: Asking Why	Chapt. 10 Javdanis’ “Plata o Plomo”

14	Definition: Tracing Boundaries	Chapt. 11 Gilbs' "Pride"
15	Argument and Persuasion: Stating Opinions and Proposals ( <b>THANKSGIVING Thurs. 11/28</b> ) <b>Review Short Paper #3: Argument/Persuasion</b>	Chapt. 12 Chavezs' "Supporting Family Values"
16	Final Review	N/A
17	Final Exam/Paper due	N/A