

**INSTITUTION: Great Falls College Montana State University**

**COURSE TITLE: College Writing I**

**COURSE NUMBER: WRIT 101-09**

**NUMBER OF CREDITS: 3**

**SEMESTER/YEAR: Spring 2015**

**INSTRUCTOR: Joe Simonsen**

**Phone: 406-788-9951 (cell) 406-771-5128 (office)**

**Email: joe.simonsen@gfcmu.edu**

**Office Hours: By appointment**

**General Education & Transfer Administrative Assistant: 406-268-3705**

I attempt to respond to all email/texts/voice messages within 24 hours. I'm an old man who goes to bed after Wheel of Fortune is over, so I recommend contacting me via email if it's after 10:00 at night, unless you want to get a sleepy, grumpy version of me.

**I. COURSE DESCRIPTION:** This class develops students' skills in reading and writing for academic purposes through reading and writing expository essays, argumentative essays, and research papers. Essay assignments emphasize structure, argument, development of ideas, clarity, style, and diction. Students are expected to write without faults in grammar or usage.

**II. COURSE MATERIALS:**

- Buscemi, Santi and Charlotte Smith. *75 Readings Plus, 10e*. ISBN 978-0-07-742644-6
- Hacker, Diana. *A Pocket Style Manual, 7e*. ISBN 9781457663093

**III. COURSE OBJECTIVES:**

- Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process;
- Read texts thoughtfully, analytically, and critically in preparation for writing tasks;
- Develop multiple, flexible strategies for writing, particularly inventing, organizing, drafting, revising, and copyediting;
- Demonstrate an understanding of research as a process of gathering, evaluating, analyzing, and synthesizing appropriate primary and secondary sources;
- Integrate their own ideas with those of others;
- Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience;
- Demonstrate proficiency in the use of the conventions of language and forms of discourse, including grammar, syntax, punctuation, spelling, and mechanics;
- Use conventions of format and structure appropriate to the rhetorical situation and audience;
- Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument;
- Understand how to self-edit and appreciate its importance in crafting a professional document.

**IV. COURSE OUTLINE:**

Students will be required to write at least 5000 words over the course of the semester, including formal essay assignments. Units will require a variety of assignments, including the following:

- Reading texts, including popular media, articles, and reference materials.
- Responding to the reading.
- Defining and practicing the writing process (prewriting, drafting, revising, editing).
- Applying various strategies and tools to support the steps of the writing process: journaling, free writing, brainstorming; models and patterns; collaboration at the revision stage; and using a handbook's guidance at the editing stage.
- Participating in collaborative learning activities, including peer-review, peer-editing, and conferencing with the instructor.
- Completing a formal writing assignment (essay), applying MLA style and formatting.

Additionally, some units will also require these assignments:

- Using the Weaver Library's resources to research source materials.
- Paraphrasing and analyzing source information and integrating quotations in research-based writing.
- Attending at least one session with a tutor in the Learning Center.

**Grammar instruction:** The writing assignments in this course are designed to provide a review and reinforcement of principles of English grammar and punctuation associated with successful college-level writing. It's expected of students in the class to have basic control of punctuation, grammar, and mechanics, but this class will include instruction focusing on the following: comma splices, fragments, run-ons, sentence combining, sentence types, coordination, and subordination. In addition to class activities, students needing additional help are encouraged to meet with instructors during office hours, Adult Education, the Academic Success Center, and HomeworkMT.org.

## V. COURSE CALENDAR

***This schedule is subject to change at the discretion of the course instructor to accommodate instructional and/or student needs. Specific assignment information, including rubrics and due dates, will be provided for each unit.***

	Date	Homework	Reading	Important Dates
W	14-Jan			
M	19-Jan	No classes -- MLK Day		
W	21-Jan	Reflective essay; Getting to Know You handout	"I Won. I'm Sorry." (handout)	Last day to drop with 90% refund
M	26-Jan	Summary of "I Won. I'm Sorry."		
W	28-Jan	List of three possible topics for your Illustration Essay; for each topic, list three possible examples		Last day to drop with 75% refund

	you could use.		
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M	2-Feb	Thesis exercise	"Black Men and Public Space" (235)	
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W	4-Feb	"She says/I say" (handout)		Last day to drop with 50% refund
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M	9-Feb	Two copies of Illustration essay		
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W	11-Feb	Workshop comments		
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M	16-Feb	No classes -- Presidents' Day		
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W	18-Feb	Illustration essay due		
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M	23-Feb	1-2 page reflective essay that (1) describes your process for researching yohimbe, (2) describes the results you found, and (3) evaluates how effective your process was.		
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W	25-Feb	Yohimbe letter		
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M	2-Mar		"The Men We Carry in Our Minds" (p. 203)	
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W	4-Mar	Two copies of Comparison/Contrast essay		
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M	9-Mar	No classes -- Spring Break		
W	11-Mar			

M	16-Mar	Workshop comments		
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W	18-Mar	Comparison/Contrast essay due		
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M	23-Mar		"Let Them Eat Dog" (p. 429)	
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W	25-Mar	MLA works cited page for your Comparison/Contrast essay		
M	30-Mar	Three copies of (1) your thesis statement, and (2) two paragraphs, each elaborating on a different point that supports your thesis statement.		
W	1-Apr	List of ten sources you might use in your essay, in MLA "Works Cited" format. For each source, write two or three sentences describing which point in your essay that source relates to, and how. (You aren't required to use all of these sources in the final version of your essay -- I'm purposely making you over-shoot here because it's better to have too many than to have too few and panic at the last minute.)		Last day to withdraw with a W, April 3
M	6-Apr	Two copies of your Persuasive Argument essay		
W	8-Apr	Workshop comments		
M	13-Apr	Persuasive Argument essay due		
W	15-Apr		"Superman and Me"	
M	20-Apr	One-page essay on historical background and context for "A Modest Proposal"	"A Modest Proposal"	
W	22-Apr			
M	27-Apr	Two copies of Mixed Strategies essay		
W	29-Apr	Workshop comments		

M	4-May	No class -- Finals Week  <b>Mixed Strategies essay due by 5:00 pm Wednesday, May 6</b>
W	6-May	

## VI. COURSE EVALUATION:

### Your grade will consist of the following:

Essays (final drafts)	65% of total grade
Assignments & Quizzes	15% of total grade
Attendance, participation, in-class activities and assignments: 20% of total grade	

In addition to in-class editing workshops and practice opportunities, students are encouraged to use available resources outside class in order to support their proofreading and editing skill development. Suggested resources include handbooks, web resources from university writing labs, one-on-one help from instructors during office hours, Adult Education, the Academic Success Center, and HomeworkMT.org.

### Grading Scale

A: 94 and above    A-: 90-93%    B+: 87-89%    B: 84-86%    B-: 80-83%    C+: 77-79%

C: 74-76%    C-: 70-73%    D+: 67-69%    D: 64-66%    D-: 60-63%    F: 59% and below

I: Both student and instructor must complete required Incomplete Grade request form and submit it to the Registrar by the deadline

### Course Policies

- It takes time to evaluate your work carefully and fairly. On average, you can expect papers to be graded **within two weeks of the due date**. Grades are based on performance. Read the expectations and rubric carefully for each assignment to better understand what's expected of you.
- **Plagiarism policy:** Plagiarism is presenting the work of another as one's own without properly acknowledging the true author. Whether the entire essay is copied from someone else's work, or just one paragraph, or just one sentence, it is all plagiarism. I have a zero tolerance policy against plagiarism; if you plagiarize in this course, including turning in a paper you wrote for another class or for a previous attempt of this class, willfully or accidentally, you will fail this class.

### Submitting Assignments/ Late Work:

- Homework assignments will be submitted in hard copy during the class period they are due. Formal essay assignments will be submitted on time to the D2L Dropbox.
- **Late work:** I do not accept late work. You will submit your work on time or not at all. However, I recognize that life occasionally conspires against us and makes it difficult to follow through on all of our responsibilities. I am willing to bend this policy on late work if you contact me before your absence to arrange a fair alternative due date for your work. **If you are struggling to complete an assignment on time, I will try to work with you on adjusting the due date. If you need an extension, you must contact me at least 24 hours before the final due date. Not turning in an assignment and then asking for an extension after the due date is unacceptable.**

- Students must contact their instructor immediately if they experience difficulty submitting assignments. Students **must retain copies of submission receipts from D2L** as evidence of successful submission. If requested, these receipts must be forwarded directly to the instructor's email from the student's email address in the receipt's original format.
- **Assignments MUST be submitted as .doc or .docx (Word Document) files.**
  - If your file is not saved in the correct format (.doc, .docx), it may not upload properly to TurnItIn. I will not grade improperly saved files so please make sure you follow directions.
- All assignments will conform to MLA manuscript format and assignments that require research will conform to MLA documentation style. Read about MLA format and documentation in *A Pocket Style Manual*, or at <http://owl.english.purdue.edu/owl/resource/747/01/>. Here is a basic overview of format expectations:
  - Include a heading (justified left, including name, date, class, instructor, and assignment)
  - Include a short, descriptive title (in title case, centered above the paragraph)
  - Use the automatic double spacing feature of your word processing software
  - Make sure that your font and font size are readable (Times, Calibri, Arial, or Georgia, 12pt)
  - If there is more than one page, include a header with your last name and page number (use your word processing software's header tool to insert it at the top right of the page)
- Knowing how to use Desire2Learn (D2L) is critical to your success in this course. If you haven't attended a D2L orientation session, call or visit the eLearning office at (406)771-4440 to find out about orientation sessions or to schedule one-on-one help.

#### **VII. MIDTERM GRADES:**

*A midterm grade will be posted using the letter grade scale or "S,U,NA or X". Some instructors will use the traditional letter grades as well "A, A-, B+, B, B-,C+, C, C-, D+, D, D- and F or P (Pass)".*

*S - Satisfactory Progress*

*U - Unsatisfactory Progress*

*NA - Not Applicable*

*X - Not Attending*

*Please talk to the instructor if you have any questions regarding your midterm grade. The midterm grade isn't posted to your official transcript.*

#### **VIII. STUDENT SUCCESS ALERT:**

*This course is participating in the Student Success Alert program designed to support students in their Great Falls College MSU experience. You are encouraged to approach your faculty member directly if you are experiencing any challenges related to the class or any other aspect of your college life. As a student, you may receive an Alert notice via email (D2L, college or personal) or phone call at any point during the semester from the Advising & Career Center if the faculty member teaching*

*the course has concerns about your class attendance, academic performance, or any other issue related to your success as a student.*

## **IX. ATTENDANCE AND TARDINESS:**

Come to class on time!

### **210.1 ATTENDANCE & NO SHOW**

#### **Attendance Policy**

*Great Falls College recognizes the correlation between attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course.*

*Class attendance and/or participation is required in all courses, regardless of the method of delivery (face-to-face, hybrid, or online) and students are expected to attend all class sessions for which they are registered. Instructors may establish absence policies at their own discretion within their courses to conform to the educational goals and requirements of their courses; however, policies will be clearly detailed in the course syllabus, which must be provided to each student enrolled in the course. It is the responsibility of the student to arrange make up work missed because of legitimate class absences and to notify the instructor when an absence will occur. The instructor determines the effect of the absences on grades.*

*For Financial Aid purposes, faculty are required to take attendance in order to report a last known date of attendance for any student receiving a failing final grade.*

#### **No Show Policy**

*In order to receive any letter grade, a student must have attended a minimum of one class meeting or the equivalent in the case of a distance learning course. In a distance learning course, initial student attendance is determined by course participation as measured by accessing and using course materials, completion of a class assignment, participation in a course discussion, or other evidence of participation.*

*Students, who enroll in a course but do not attend a minimum of one class meeting or the distance learning equivalent by the end of the 15th day of fall and spring semesters, (this deadline is pro-rated for the summer term(s)) will be administratively deleted from the course by Great Falls College administrative personnel. This process will only be carried out after proof of multiple attempts to contact the student is documented by faculty.*

*Students, who do not attend a class prior to the end of the 15th day of fall and spring semesters, (this deadline is prorated for the summer term(s)) and do not drop themselves from the course will not receive a refund of tuition in the course and will not be allowed to attend/participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student's financial aid award and bill with the college.*

*Please see the link below for more information and the entire policy. [http://www.gfcmsu.edu/about/PoliciesProcedures/200/210\\_1\\_Attendance\\_and\\_No\\_Show\\_April\\_2013\\_001.pdf](http://www.gfcmsu.edu/about/PoliciesProcedures/200/210_1_Attendance_and_No_Show_April_2013_001.pdf)*

## **X. ACCOMMODATIONS**

*The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning*

*environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Kathy Meier., M. Ed., Director of Disability Services, in R 261, or call 406-771-4311 to schedule an appointment.*

## **XI. ACADEMIC SUCCESS CENTER**

*The Academic Success Center helps students successfully complete their courses by providing free tutoring to GFC MSU students in a variety of areas, including writing, math, science, accounting, and computers. The Academic Success Center also helps students improve their study skills. No appointment is necessary. Tutoring is available on campus in R263 and online. For more information, including a current tutoring schedule, go to [www.gfcmsu.edu/students/LearningCenter](http://www.gfcmsu.edu/students/LearningCenter) or call 406-771-5121.*

## **XII. PLAGIARISM AND ACADEMIC INTEGRITY**

We operate under the assumption that all writing that you do in this class will be original - that is, you generate the words and ideas specifically in response to a task we give you. You will write a new essay, completely of your own invention unless you're asked to use and document sources or some part of your own work, for every assignment this semester. You are not allowed to recycle or rework an essay from a previous attempt at this class or from another class.

The faculty in the English Department acknowledge that students will make occasional mistakes as they learn, however, students must exercise caution when they include source information in their writing to ensure that they are avoiding plagiarism in any of its forms: essays recycled from other classes or a previous attempt at this class outside of substantive revision, patchwriting, missing quotation marks, missing in-text citations, and missing entries from the Works Cited page.

In the course of their Writing class, students will learn about various aspects of research and documentation for academic purposes. Part of a student's responsibility is ensuring that he or she applies the principles of documentation that have been covered in the class carefully and consistently.

To help teach about documentation and check for problems with plagiarism, the Writing Department uses TurnItIn, a feature embedded within the D2L Dropbox.

### *300.14 ACADEMIC HONESTY*

*The integrity of the academic process requires credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources and the respect and recognition of others' academic endeavors.*

### *300.42 DESCRIPTIONS AND EXAMPLES*

#### *D. Plagiarism*

*This is presenting the work of another as one's own without proper acknowledgment.*



Examples of plagiarism include submitting as one's own work the work of another student, ghost writer or commercial writing service; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source; or using facts, figures, graphs, charts or information without acknowledging the source. Plagiarism may occur orally or in writing and may involve computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

Please see the link below for more information and the entire policy. [http://www.gfcmsu.edu/about/PoliciesProcedures/300/300\\_STUDENT\\_CONDUCT\\_AND\\_GRI\\_EVANCE\\_002.pdf](http://www.gfcmsu.edu/about/PoliciesProcedures/300/300_STUDENT_CONDUCT_AND_GRI_EVANCE_002.pdf)

### XIII. OUTCOMES ASSESSMENT ALIGNMENT

Course Objectives	Aligns with the Following Program/ Degree/Division Outcomes	Type of Course Objective: <i>Introductory, Reinforce, or Emphasize</i>	Assessment Tool Used to Determine if Course Objective Has Been Achieved	Great Falls College MSU Abilities
Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	<b>Reinforce</b>	70% of students completing the course will have an average grade of C- or better on formal writing assignments, i.e., essays.  70% of students completing the course will complete 80% of essay reflections.	<b>A1</b>
Read texts thoughtfully, analytically, and critically in preparation for writing tasks	Read texts thoughtfully, analytically, and critically in preparation for writing tasks	<b>Introductory</b>	70% of students completing the course will have at least 80% participation in exercises, summaries, class discussions, or objective quizzes about reading. In-class activities may not be assessed individually.	<b>A7</b>
Develop multiple, flexible strategies for writing, particularly inventing, organizing,	Give and receive feedback on written texts	<b>Reinforce</b>	70% of students completing the course will have at least 80% completion of imitation exercises, journal keeping, collaborative writing, in-class responses, or one-on-one conferences with instructor. In-class	<b>A1</b>

drafting, revising, and copyediting			activities may not be assessed individually.	
Demonstrate an understanding of research as a process of gathering, evaluating, analyzing, and synthesizing appropriate primary and secondary sources	Use documentation appropriately and demonstrate an understanding of the logic of citation systems	<b>Reinforce</b>	70% of students completing the course will have a grade of C- or better on an annotated bibliography written in the process of researching for an essay, as determined by rubric.	<b>A3</b>
Integrate their own ideas with those of others	Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences	<b>Reinforce</b>	70% of students completing the course will have at least 80% participation in activities and completion of exercises involving summary, paraphrase, quotation, the use of signal phrases, interpretation of source information, etc. In-class activities may not be assessed individually.	<b>A7</b>
Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience;	Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences	<b>Reinforce</b>	70% of students completing the course will have an average grade of C- or better on essays requiring argument or persuasion.	<b>A7</b>
Demonstrate proficiency in the use of the conventions of language and forms of discourse, including grammar,	Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	<b>Reinforce</b>	70% of students completing the course will have at least 80% participation in activities and completion of exercises involving grammar and mechanics. In-class activities may not be assessed individually.	<b>A1</b>

syntax, punctuation, spelling, and mechanics				
Use conventions of format and structure appropriate to the rhetorical situation and audience	Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	<b>Introductory</b>		<b>A1</b>
Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument	Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process	<b>Introductory</b>	70% of students completing the course will have an average grade of C- or better on essays requiring argument or persuasion.	<b>A1</b>
Understand how to self-edit and appreciate its importance in crafting a professional document	Give and receive feedback on written texts	<b>Reinforce</b>	70% of students completing the course will have at least 80% participation in peer review and/or editing workshops.	<b>A7</b>

**GFC MSU – Eight Abilities:**

The faculty and staff of Great Falls College MSU have deemed the following abilities to be central to the personal and professional success of all graduates:

**A1 – Communication:** The ability to utilize oral, written, and listening skills to effectively interact with others.

**A2 – Quantitative Reasoning:** The ability to understand and apply mathematical concepts and models.

**A3 – Inquiry and Analysis:** The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.

**A4 – Aesthetic Engagement:** The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.

**A5 – Diversity:** The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.

**A6 – Technical Literacy:** The ability to use technology and understand its value and purpose in the workplace.

**A7 – Critical Thinking:** The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.

**A8 – Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty, and fairness.