

WRT 110 Introductory Writing

Spring 2022 ~ 3 Semester Hours

Instructor: Shane Tisdale

Section: 110-01

Day/Time of Course: TF 10:50-12:10

Office: Conservatory 243

Classroom Location: Mott 301

Telephone:

Office Hours: TF 12:15-1:15

Email: STisdale@olivetcollege.edu

Course Goals & Description

Assists in developing effective written communication and critical reading skills. The course focuses on building awareness of techniques for developing paragraphs and essays in various styles for specific purposes and audiences. Includes a strong emphasis on enhancing grammatical and mechanical skills.

Note: Must pass with a C or higher to register for WRT 111.

The course goal is to develop confidence in writing and prepare students for WRT 111: Academic Writing.

Student Learning Outcomes & Assessment

After successfully completing the Writing Program, students will be able to demonstrate the following Program Learning Outcomes (supporting the noted All-College Outcomes):

PLO	Course Learning Outcome	Assessment
1. Create progressively stronger drafts using a flexible, recursive process such as planning, collaborating, giving/receiving feedback, revising, editing, and reflecting. (1.1, 1.2)	1. identify and implement steps of the writing process to create well-organized essays	Essay drafts
1. Create progressively stronger drafts using a flexible, recursive process such as planning, collaborating, giving/receiving feedback, revising, editing, and reflecting. (1.1, 1.2)	2. revise and critique their own writing and the writing of others in order to enhance clarity and complexity of thought	In Class Exercises, Peer Review
2. Demonstrate confidence as a writer through the articulation and use of rhetorical concepts in order to respond effectively to a variety of contexts. (1.1, 3.1)	3. describe elements of an essay and articulate choices in their own writing	Essay Drafts
3. Analyze and synthesize information	4. produce essays with clear thesis	Essay drafts,

from a variety of texts and experiences to develop a position. (2.1)	statements and focused support	Portfolio
5. Apply standards of academic writing, especially conventions of grammar, through composing and revising. (1.1)	5. apply editing and proofreading strategies to meet conventions of Standard English	Portfolio; Exams; Peer Review
6. Explain and apply ethical considerations and conventions of using source material. (5.1)	6. use APA-style citations properly to show paraphrasing and quotation of a source	Essays

Activities and Resources

This course will involve a significant amount of writing to assist students with developing skills in this area to accomplish their communication goals. Resources available include significant feedback from the instructor, the assigned textbooks and reading materials, and tutoring support at the Gruen and Speare Student Resource Center, Mott 211.

In class AND as homework, you will

- write daily to develop fluency and to practice conventions of writing, grammar, and spelling to improve your writing
- read, write about, and discuss texts that explain and/or demonstrate good writing
- write and revise several major essays to practice writing as a recursive process
- complete regular grammar/mechanic activities and practices

Textbooks and Additional Materials

Glynn, A., Hallsten-Erickson, K., & Swing, A. J. (n.d.). *You, writing!: A guide to college composition*. Minnesota State Opendora (minnstate.edu).
<https://opendora.minnstate.edu/islandora/object/MINNSTATErepository%3A348>

Kaufman, L. & Straus, J. (2021). *The blue book of grammar and punctuation* (12th ed.). Jossey-Bass.

Supplies:

- Four pocket folders or one large binder
- Paper, pens and pencils
- Dedicated journal (used only for this class)

Evaluation Procedures and Grading

Student performance will be evaluated through the following components:

Daily Work/In-Class Essays

15%

First Essay	10%
Second Essay	15%
Third Essay	15%
Fourth Essay	15%
Mid-semester exam	10%
Portfolio	<u>20%</u>
	100%

The following standard grade scale will be used in all writing classes:

94-100... A	83-86... B	73-76... C	63-66... D
90-93... A-	80-82... B-	70-72... C-	60-62... D-
87-89... B+	77-79... C+	67-69... D+	0-59... F

Detailed Description of Course Assignments

Overview of Work

- maintain a folder of completed assignments (both **Daily Work** and **Essays**)
- complete **Four Assigned Papers** to demonstrate steps in the writing process, elements of good writing and use of Standard English
- write a **Midterm** demonstrate skill with the writing process, elements of good writing, and use of Standard English
- Submit a Portfolio that demonstrates your growth over the semester

Daily work includes warm up assignments, assigned grammar and writing exercises, quizzes, and worksheets. Not all work of this type will be graded. In-class essays can only be made up in extreme circumstances with prior arrangement. Other work may be turned in for credit with a college-excused absence. If absence is unexcused, it may not be made up.

Essays will be submitted so you will receive feedback on your writing. Each essay will have its own criteria, but all are required to include a packet of process that demonstrates real revision. Essays will be worth a total of up to 20% of the course grade each. Major essays must follow APA format as explained in class and are accepted late only with a valid, verifiable excuse.

The **Mid-Semester Exam** will consist of an in-class exam. The mid-semester exam will be worth 10 points or 10% of the course grade and may not be made up without the instructor's prior express written permission. Students coming more than 15 minutes late to the exam will not be admitted.

The **Portfolio** will consist of revised work and reflection to demonstrate skill with the writing process, the elements of good writing, and the use of Standard English. Other elements tested will include parts of the writing process. The final portfolio will be worth 20% of the course grade and will be due during the final exam period. We'll be sharing our development during this time with informal presentations.

Course Policies

Course Policies at a Glance

1. We're all in this together—bring your best self.
2. I want you to succeed. I want you to be a better, even impressive, writer. Help me help you.
3. Come to class. Any absence affects your learning; 6 or more results in failure.
4. Late short assignments aren't accepted. Late projects are not eligible for revision.
5. Academic integrity is vital; submit your own work and cite all influences.
6. Check Blackboard and email daily. Don't allow phones and computers to distract you and your classmates.
7. Seek out the resources you need for academic, social, emotional, or physical concerns.

Detailed Course Policies

Class Atmosphere

While it's impossible to mandate that a group of people create a certain type of feeling, there are some attitudes, behaviors, and actions that will help us develop a safe, open, and fun class. Here are some general class norms (behaviors and attitudes we will agree to or modify):

- Come with a willingness to share your experiences and thoughts. If you have an opinion that differs from the crowd, we need to hear your voice.
- We also need to feel that we are being listened to, so please respect your classmates by being fully attentive when someone else is speaking.
- Embrace the activities, even the silly ones.
- Since we are dealing with communication, it is especially important to consider how your writing or your comments may affect others. Offensive language (profane, racist, sexist, etc.) is not okay (slang and jokes are often culprits here), and we need to speak up when we hear it. A simple "that's not okay to say," will often suffice.
- Approach each class open to learning for the sake of learning and bettering yourself.

Attendance and Punctuality

Students are expected to attend all classes and remain the entire time. We meet 27 times; if you are absent for three sessions, you've missed over 10% of the course. Expect your grade to reflect that. *Given the importance of class participation to your learning, six (6) or more unexcused absences in this course will result in an automatic failing grade ("F") for the class.*

Excused Absences: College-sponsored events, hazardous driving conditions (if you live off-campus), medical emergencies with documentation, military service with documentation, family emergency with documentation.

If you will miss class for a college-sponsored event, you must contact me before the event in order to get assignments in before you leave campus and/or miss class. Participation in a sport, club, or organization is not an excuse to miss deadlines; due dates do not change if you had a least a day's notice of the absence.

In the event of a sudden personal or family emergency, I will accept late work and make-up daily work without penalty only in the event that you can document the reason (you must bring a signed doctor's note or funeral program); please read the "Late Work Policy" below. If you have a major injury or illness which necessitates missing more than two weeks of class during the semester, I urge you to consider a medical withdrawal.

Unexcused Absences: If you miss class for any reason other than the ones stated above, your absence is unexcused. No work may be made up, and it is your responsibility to meet with another student to find out what happened in class.

Tardy Policy: If you are more than 15 minutes late, your daily work will not receive credit (any assignment, homework or in-class, that is due that day). Being just a few minutes late habitually will lead to the same result; after you receive a warning, each subsequent tardy will be counted as more than fifteen minutes late and the daily work will not be accepted. Students who enter class late should sit down and quietly ask a neighboring student about the current activities of the class.

Late Work Policy

Please read carefully the section, "Attendance and Punctuality," above. All work is due on the date specified. If you are not in class, you cannot receive credit for small assignments (e.g., drafts, grammar activities, journals, etc.) that are due that day. Since your "in-class" writing will often include drafting sections of your formal essays, it is very important that you keep up with the writing we do in class even if you have lost the opportunity to earn a grade for it.

Exception: an excused absence for an emergency (official doctor's note/funeral program required). If your excused absence is for a college-sponsored event or planned event (military service, a funeral planned for a week out), you still must get the work in on the due date AND complete or be exempted from in-class work before you are absent.

Large projects (essay folders) may be turned in up to one week late; however, late papers cannot be revised, which will be harmful as few essays are proficient the first time. The professor is always willing to meet with you during office hours to discuss the paper. **These assignments will not be accepted more than one week late.**

Occasionally you may be notified in class of a change in due dates: as the attendance policy notes, it is always your responsibility to find out what has happened in a class you've missed

Plagiarism and Academic Integrity

All instructors in the Writing Program follow and enforce the Olivet College Academic Integrity Policy (found on Blackboard). This policy requires me to submit your work that violates this policy, along with the plagiarized source material, for consideration by the Academic Performance Committee. The policy clearly states possible consequences for plagiarism, but, in this course, students who violate the policy risk a failing grade on the work in question and failure in the course overall.

Technology Policy

All assignments will be posted on Blackboard, and much of your work will need to be uploaded there to be accepted. This course will be using SafeAssign for submitting assignments through Blackboard. This is a tool for you to check your understanding of using sources. Please let me know right away if you need help navigating the site, as our first quiz is online and the question numbers for the first assignment will be posted there. You should check it at least once each day for updates. Again, you will be required to make regular use of Blackboard.

Technology in the classroom can be a wonderful resource; it can also be a major distraction. Computers, tablets, and phones may be used for class purposes when noted by the instructor (yes, please ask). Phones, in particular, can detract from your ability to focus on class activities, so should be turned off and stowed in a non-visible spot for the duration of class. The exception is if you are experiencing a family emergency or are responsible for another person (such as a child) and need to be aware of any situation that arises. Please let me know if this is the case. (As an example, I will keep my phone silent but visible because I have a daughter in daycare. If I get a call or text that is not from daycare, I will not read nor reply during class. I expect the same courtesy.) You may be asked to leave if, after a warning, your phone is used again. You will then lose credit for the daily work.

Learning Disability Policy

If you have a learning disability, you are encouraged to notify your instructors and your advisor as soon as possible through Joey Shepherd (JShepherd@olivetcollege.edu, Mott 211). I will make every effort to accommodate and assist students living with learning disabilities, yet it is your responsibility to ask me for any accommodations you would like to make use of.

Instructor Contact

Email is the best way to reach me. Please send professional emails that have an appropriate subject, salutation, tone, and signature. Emails should be proofread and include appropriate punctuation and grammar. A sloppy email may receive a request for a rewrite instead of a reply. I will be in my office immediately after this class for an hour every Tuesday and Friday.

Instructor Absence

Occasionally, I may miss class due to illness or family emergency. I will contact the college, so someone should put a notice in the classroom. There will also be an announcement through Blackboard. I expect students to check their assignment sheets, email, and Blackboard for newly assigned work. Continue

working on anything for which you have instructions (i.e., if a major essay is due at the next class period, you should have it ready).

Resources and Support

The Center, located in Mott 211, has tutors available for free. Professional writers make use of readers and almost always discuss their ideas with someone else—I suggest that you do the same. You’ll find that the tutors do an excellent job of helping you see the possibilities in your work. Tutors are available for walk-in appointments, but you can also make appointments to guarantee a time. Simply click on the “Tutoring” link on the left-hand menu in the Portal. You will need to register the first time you follow the link.

Student Concerns

Concerns regarding a student’s experience in *Introductory Writing* should be brought to the attention of the attention of the individual instructor. If unsatisfied, the student should discuss the matter with Professor Meredith Dodson, Writing Program Director, Conservatory 112, 269-749-6613, mdodson@olivetcollege.edu.

Course Schedule for Spring 2022

WEEK 1

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|------------|---|--|
| January 11 | T | Introduction |
| January 14 | F | Parts of Speech: Blue Book 1-3, 9, 10-15, 19-21, 22-24 |

WEEK 2

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|------------|---|---|
| January 18 | T | Subjects, Verbs, and Objects: Blue Book 157-158 |
| January 21 | F | Dictionaries and Other Tools |

WEEK 3

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|------------|---|---|
| January 25 | T | What Professional Writers and Editors Do, and Why You Can, Too.
Benjamin Dryer, “By Way of Introduction” (pdf on Blackboard) |
| January 28 | F | Nouns, Verbs, Subjects: Blue Book, 158-159 |

WEEK 4

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|---------------------|---|-------------------------------|
| February 1 | T | Periods: Blue Book 31, 177 |
| PAPER #1 DUE | | |
| February 4 | F | Commas: Blue Book, 32-38, 178 |

WEEK 5

February 8 T Capitalization: Blue Book 69-78, 187

February 11 F Pronouns: Blue Book 10-15, 160-161

WEEK 6

February 15 T Simple and Compound Sentences

February 18 F Complex Sentences

PAPER #2 DUE

WEEK 7

February 22 T Midterm test

February 25 F In Class Writing: Being Specific

WEEK 8

March 1 T Questions and Question Marks: Blue Book 46-47

March 4 F Apostrophes and Possessives: Blue Book 50-55, 183-184

WEEK 9

March 8 T Quotation Marks: Blue Book 43-45, 181

March 11 F Facts, Claims, and Opinions

Paper 3 Due

SPRING BREAK: March 14-18

WEEK 10

March 22 T Active Listening and Reading: "That's What They Say"

Podcast will be played in class

March 24 F Colons and Semicolons: Blue Book 39-42

WEEK 11

March 29 T African American Vernacular English:

: 1. "AAVE is not your internet slang." <https://commonwealthtimes.org/2021/02/18/aave-is-not-your-internet-slang-it-is-black-culture/>

2. "Dear Gen Z, AAVE is not 'Internet Slang.'" <https://zenerations.org/2021/02/10/dear-gen-z-aave-is-not-internet-slang/>

April 1 F SQ3R as a Method of Reading

WEEK 12

April 5 T What Do Pros Do with Punctuation (Either Well or Badly)?

Benjamin Dreyer, excerpt from "67 Assorted Things To Do (And Not to Do) with Punctuation" (Blackboard/ handout)

April 8 F Comparatives and Superlatives

PAPER #4 DUE

WEEK 13

April 12 T Editing Sentences for grammar and sense

April 15 F GOOD FRIDAY HOLIDAY, No Class

WEEK 14

April 19 T Writing and Rhetoric as Logic

April 22 F Writing For an Audience

WEEK 15

April 26 T Wrap-up and Review

Final Exam: April 27, 10:30 AM- 12:30 PM