



**WRIT 101, College Writing
Fall 2020**

Course Start/End Date: Aug 2020 – Jan 2021

Course Location: HHS Rm 27

Required [and/or Recommended] Textbook(s):

The Everyday Writer Andrea A. Lunsford 7th Edition (2020) ISBN-13: 978-1319102678

Patterns for College Writing: A Rhetorical Reader and Guide Laurie G. Kirschner and Stephen R. Mandell (2012) ISBN-13: 978-0-312-62307-4

Required Materials: (1) Three Ring Binder w/tabs and (1) Three Ring “View” Binder

INSTRUCTOR INFORMATION

Instructor Name: Shannin Preshinger, M. Ed, NBCT

Phone Number: 324-2305

Contact E-mail: spreshinger@helenaschools.org

Gmail for assignment submissions: preshingerenglish@gmail.com

Official Course-related Website: www.mrspreshinger.weebly.com

Office Hours/Availability to Students: Mon-Fri (See website)

Helena College contact: Stephanie Hunthausen, Director of K-12 Partnerships,
stephanie.hunthausen@helenacollege.edu

COURSE CONTENT

Course Description: This course provides experience in written expression of ideas in expository prose with emphasis on the development of ideas, awareness of audience, and clarity. The course focuses on the writing process, patterns of writing, development of ideas, precise expression, critical thinking, and research skills. My ultimate goal is for you to become competent and confident writers. This requires PRACTICE. You will be expected to write daily and produce polished/published pieces monthly.

In addition to composition techniques, this class will study the structure and function of the English language: mechanics, usage and grammar.

Course Learning Outcomes:

Upon successful completion of the course, students will be able to do the following:

- (1) Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflection on and applying the writing process.
- (2) Read texts thoughtfully, analytically, and critically in preparation for writing tasks.
- (3) Read texts thoroughly and critically as models for their own work.

- (4) Develop multiple, flexible strategies for writing, particularly inventing, organizing, drafting, revising, and copyediting.
- (5) 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.
- (6) Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience.
- (7) Formulate an appropriate organizational pattern for a given writing task.
- (8) Demonstrate proficiency in the use of the conventions of language and forms of discourse, including grammar, syntax, punctuation, spelling, and mechanics.
- (9) Use conventions of format and structure appropriate to the rhetorical situation and audience.

Program/Gen Ed Core Outcomes addressed by this course:

- 1) Demonstrate mastery of engaging, clear, and coherent structures for presenting ideas in a variety of expository and argumentative models.
- 2) Develop ideas logically, clearly, convincingly, and ethically.
- 3) Control the effect of voice in achieving specific communication purposes with specific audiences.
- 4) Control the conventions of language.
- 5) Understand and apply research skills necessary for academic study.
- 6) Employ analysis, synthesis, and evaluation in both writing and reading.
- 7) Exercise proficiency, confidence, and self-reliance in the application of academic activities.

Institutional Competencies addressed by this course:

☒ **Information Literacy:** The student will learn to locate needed information, managing and evaluating the extracted information and using it critically and ethically.

- ☒ Pursue critical inquiry by using authentic questions, curiosity, and a willingness to challenge previously held beliefs in order to make new discoveries.
- ☒ Demonstrate persistence, flexibility, and patience in a strategic search for information, while recognizing that it may vary greatly in format, perspective, and value.
- ☒ Evaluate content among varied and conflicting perspectives in order to identify authoritative sources.
- ☒ Participate actively in scholarly or professional conversation by properly citing past research and accurately representing creators' intended meaning.

☒ **Technology Literacy:** The student will use appropriate technology to access, manage, integrate, or create information, and/or use technology to effectively accomplish a given task.

- ☒ Internet and email: web search, web navigation, send and receive email, email attachments, security, messaging
- ☒ File management: navigation in OS, create files, folders, copy, delete, rename and upload files, Zip and unzip files, access Flash drive
- ☒ Word processing software basics: Google Docs and Microsoft Word
- ☒ Presentation software basics: Prezi, Google Slides, PowerPoint

Course Schedule/Topical Outline:

Course schedule is subject to change based on the needs of the course. Refer to website.

Grade Calculation Procedure:

All published writing pieces will be accompanied by a rubric which will explain grading criteria and procedures. I will always be happy to discuss grades with students. Course grades are assessed using three major writing assignments, homework assignments, in-class activities and participation, and attendance.

Signed Syllabus/Plagiarism Quiz	25 points
Daily Writing	50 points
Monthly Article Reviews	150 points
Timed Essay – Relationship with Literacy	25 points
Essay 1 Memoir	125 points
Essay 2 Descriptive	125 points
Essay 3 Analytic	125 points
Essay 4 – Argumentative Research	250 points
Timed Essay – Reflective Theory of Writing	25 points
Misc. Assignments/Quizzes 10@15	150 points
Grammar/Language Usage Assignments	75 points
Course Total	1125 points

Grading Scale:

Letter grades for the course will be assigned following the HCUM scale based on the following percentages:

<u>Grading Scale for HCUM</u>		<u>Grading Scale for HHS</u>	
A (100-94%)	C (76-73%)	A (100-91%)	C (76-71%)
A- (93-90%)	C- (72-70%)	A- (90%)	C- (70%)
B+ (89-87%)	D+ (69-67%)	B+ (89-87%)	D+ (69-67%)
B (86-83%)	D (66-63%)	B (86-81%)	D (66-61%)
B- (82-80%)	F (62-0%)	B- (80%)	D- (60%)
C+ 79-77%)		C+ 79-77%)	F (60-0%)

I will round-up to whole number, so an 89.45 will round up to an 89.5, which rounds up to a 90 A-.

Special Instructions: We will be writing in class daily; you should be prepared with necessary materials. Some in-class work will be turned in on the day of class. Peer reviews are a required element of the class; students are expected to come to class with their drafts and participate. We will be reviewing using technology (Google Docs and Turnitin) and hard copies (typed printed draft). Self-reviews/reflections will also be a critical part of the process. *If you do not have a draft, you will need to come in at lunch/after school. Without a draft, you will not earn daily writing points or peer review points.*

Instructor's Educational Philosophy:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline in accordance with the Helena High School handbook and Helena College's Student Code of Conduct. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences including, but not limited to race, ethnicity, nationality, culture, religion, politics, sexual orientation, gender, gender identity/expression, age, or disability. Class rosters include students' legal names, but I will gladly honor your request to address you by an alternate name or preferred gender pronoun.

Classroom Behavior/Expectations:

This is a college-level class and students will be expected to rise to the occasion socially as well as academically. In addition to increased responsibility for managing deadlines (see late policy below) and generating quality work, students will assume the charge of creating an open, respectful classroom environment. A high standard of maturity and professionalism will be required as the class investigates and discusses complex and sensitive topics touching on race, gender, culture, religion, and politics. Please be respectful of me and our class with your electronic devices. Phones that are not in the "phone home" should be out of sight and silenced. Students will be held to the HHS student handbook guidelines, expectations and consequences.

Extra Credit/Late Work Policy:

If you have to miss class, per the HHS student handbook you have two days for each day absent to make up the daily work **assigned** during your absence (with a max of 4 days). Late work will be accepted up to a week after the posted due date. A 10% deduction is applied to the final grade for every day late. Extra credit will be offered periodically. Please check the website to see what you missed. Final drafts that were submitted *on time* may be revised as many times as you like. Changes to final drafts must be highlighted or bolded.

Academic Integrity:

For a detailed description of the requirements of academic integrity, see <http://hhs.helenaschools.org/wp-content/uploads/sites/31/2014/12/Academic-Integrity-Policy.pdf>

First Offense: You will receive a zero on the assignment with an opportunity to rewrite (pending conference with me). Your parents and administration will be notified.

Second Offense: You will receive a zero on the assignment with no opportunity to rewrite. Your parents/guardians, HHS administrator, and the HCUM dean will be notified.

**Please sign below to indicate that you have read and understand the above information.
Return this signed slip to me by Friday, September 4th for 5 points:**

Student Name (please print): _____

Student Signature:_____ Date:_____

Parent/Guardian Name (please print):_____

Parent/Guardian Signature:_____ Date:_____

Disclaimer Regarding Changes to Syllabus:

This syllabus is subject to change as deemed necessary by the instructor to fulfill the changing needs of the class. Changes to the syllabus will be posted/located on my website www.mrspreshinger.weebly.com.