



**Meets: 11:10 to 12:30 p.m., Tues. and Thurs., in LA 102**

**Instructor:** Michèle Van Haecke (my name is pronounced: me-SHELL van HECK-y)

**Email:** michele.vanhaecke@umontana.edu     **Office and hours:** COR 258. 12:30 to 1:30 p.m. Tues. and 10 to 11 a.m. Thurs

**Class Website and Blog:** umwrit101van.weebly.com

### WRIT 101: Thinking About Place

Successful writing is more than a clever way with words; it is an ongoing, dynamic process of wondering, thinking, and effectively communicating about your world. College Writing I challenges you to develop writing practices and critical thinking skills that will serve as best practices for your academic work at the University of Montana. The purpose of the course is to help you develop knowledge and skills as a scholarly writer and reader of texts, and to engage rhetorical habits of mind in order to write confident, graceful, research-based academic essays that explore topics important to your life as student, citizen, and beyond.

Over the course of the semester, you will read and compose in diverse genres and inquire into personal, academic, and civic contexts. You'll try a variety of practices and techniques to encourage flexibility in reading, writing, and research approaches, and to help determine strengths and pitfalls in your writing process. You will think about "your place in Montana" as a general field of inquiry for the semester, including exploration of geographic, political, and bioregional place. We will work in and outside of class, individually and collaboratively. Our regular practice will include freewriting, workshop critique, and revision. Since writing is a process that develops over time, this class (as in all WRIT 101 sections) will use portfolio evaluation as the primary means to assess your work.



#### REQUIRED TEXTS AND MATERIALS

- **Lunsford, Andrea, et al. *Everyone's an Author*. New York: Norton, 2012.** Our primary text, which we will use for instruction, samples, and exercises. Available at the Bookstore. Mansfield Library also keeps copies on reserve.
- **Course Website and Weekly Blog** has running schedule and homework, links to readings and materials, upload link, resources, and weekly blog. Visit the *Resources* page for info. on UM computer lab locations and hours.
- **Supplemental Readings.** Articles, essays, samples, and other readings (usually available on our class website). Be prepared to print and bring to class. (See *Resources* on the website for printing locations around campus.)
- **Printed Homework and Drafts.** In addition to homework, I will sometimes ask you to provide multiple printed copies of drafts for workshops and other in-class activities. (See "*Resources*" on website for printing locations around campus.)
- **Notebook** for in-class writing. This should be a paper notebook from which you may tear out pages you'll turn in.
- **Working Folder:** A hard-copy (printed) working folder of *all your writing throughout the semester*. It is important to your final grade that you keep everything, no matter how unpolished or minute.
- **Pocket folder with fasteners** or presentation folio of appropriate size for your final portfolio. Pocket folder for projects.
- **Recommended:** good dictionary. See *Resources* on the website for free links.



#### MAJOR INQUIRY PROJECTS

Expect to write and revise three major inquiry projects and one reflective introduction in addition to other writing in and out of class. Your three major projects will give you the opportunity to compose in a range of genres for a range of academic and civic situations. You'll use observations and experience as evidence, as well as learn strategies for composing effective arguments and conducting academic research. I will give you a detailed assignment sheet as we begin each assignment:

1. Listen, Then Tell Us What You Heard: Writing the Personal Academic Essay
2. Putting in Your Oar: Writing the Op-Ed
3. Where You Live and What You Live For: Writing the Lifespace Essay
4. Final Portfolio and Portfolio Introduction (Reflective Essay)

You will have the chance to develop all projects through a process of inquiry and drafting. You'll compose in and out of class, alone and in small groups. For some writings, I'll ask you to bring enough copies to share with your group or ask you to email members. I will respond to projects with written comments focused on suggestions for revision, and evaluate them using a check system on overall success. *You must satisfactorily complete all inquiry projects in order to pass the course.*

**Final Portfolio.** At the end of the semester you will assemble a final portfolio. It will include your three inquiry projects (major assignments)—two of them substantially revised—selected invention and drafting work, and an introduction.

**Formatting and Submission.** Unless otherwise noted, all work must be typed, formatted, and printed according to specific standards. See Formatting Requirements in the *Resources* page of the website for instructions. Duplex printing is encouraged.

## MAJOR DEADLINES

- Inquiry Project 1: Personal Academic Essay. Thursday, Feb. 27
- Inquiry Project 2: Op-Ed. Thursday, March 20
- Inquiry Project 3: Life Place Essay. Thursday, April 17
- Final Portfolio and Portfolio Introduction: start of class (11:10 a.m.), Thursday, May 8
- Final exam (attendance required; portfolio returned and final grade provided): 9:30 a.m., May 12

## POLICIES AND PROCEDURES

### General Expectations

- All reading assignments will be completed by the assigned date.
- All writing assignments will be turned in on time. No late work will be accepted.
- All homework will be typed, formatted, and printed per submission standards (see website *Resources*).
- Attend class.
- Actively and appropriately participate in class discussions, workshops, and writing practice.
- All assignments (including requests for conferences) will be completed by the assigned date

**Grading.** Students are graded by the traditional letter grades A, B, C, D, F and NC. The NC grade does not affect grade point average. It is reserved for students who've worked unusually hard, attended class regularly and completed all assignments but whose skills are not at passing level at semester's end. No incompletes will be given.

**Final Grade.** I encourage you to talk with me at any time to better understand my comments or to discuss your overall progress and success in the class. Your final grade will be based on these percentages:

*35 percent: Participation.*

*65 percent: Final portfolio.*

\*You must earn a C- in the course to be awarded credit.

\*\*You must turn in the portfolio and all major papers by their deadlines in order to receive credit for the course.

**Academic Conduct.** You must abide by the rules for academic conduct described in the UM Student Conduct Code. The Council of Writing Program Administrators describes plagiarism as “when a writer deliberately uses someone else’s language, ideas or other original (not common-knowledge) material without acknowledging its source.” Accidental omission of or insufficient acknowledgment also counts as plagiarism. Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated. Familiarize yourself with the Academic Conduct Code, here:

<http://life.umt.edu/vpsa/documents/Ed.StudentConductCodeUPDATED2012.pdf> . If you have questions about when and how to avoid academic dishonesty, particularly plagiarism, review the Conduct Code and talk with me.

**Attendance.** If you miss the first two classes, you must drop the course and enroll another semester. This University policy is enforced in recognition that important groundwork is put in place the first two meetings; students without it are better served taking the course when they may give it the necessary attention. Without attending class, you cannot perform your role as a student engaged in learning, planning, inventing, drafting; discussing reading and writing; learning and practicing rhetorical moves and concepts; or collaborating. **More than TWO absences from a T/R class will lower your grade.** Five or more absences will result in a failing grade. Here is the breakdown.

3rd absence: final grade drops one letter grade

4th absence: final grade drops another letter grade

5th absence: final grade is an F

Required University events may be excused if you provide appropriate documentation. Personal situations inevitably arise that make it impossible for you to make it to class. Remember, however, that’s why two absences are allowed; reserve those for emergencies. If you must miss class, *you are responsible for obtaining any handouts or assignments*. Make sure you talk with me in advance if you are worried about meeting a deadline or missing a class.

## EVALUATION AND COMMENTING

I will respond to major assignments with written comments to guide you in your composing process, and with a check system. Checks are not equivalents of letter grades but guidelines to indicate where you stand, using these descriptors.

- **Check (√)** Generally meets its rhetorical and assignment goals in terms of purpose, genre, and writing situation without need for extensive revision. Written comments will elaborate on strengths, weaknesses, and strategies for focused revision.
- **Check minus (√-)** Meets the basic requirements but would benefit from significant revision and a stronger understanding of rhetorical decision-making. Written comments will elaborate on strengths, weaknesses, and strategies for revision.

- **Unsatisfactory (U)** Does not meet basic requirements and/or standards, and requires extensive development and attention. May be late, incomplete, or inappropriate to the assignment. May require rewriting to receive comments or count as complete.
- **Caveat:** this syllabus subject to change.