

**University of North Texas at Dallas**  
**Spring 2014**  
**SYLLABUS**

<b>Course Abbreviation/Number/Title/Semester Hrs</b>			
<b>ENGL 1323: College Writing II      3Hrs</b>			
<b>Department of</b>		Languages and Communication	<b>Division of</b>
			Liberal Arts & Life Sciences
<b>Instructor Name:</b>		Dr. Cindy King	
<b>Office Location:</b>		DAL 2 Rm 259	
<b>Office Phone:</b>		972-338-1538	
<b>Email Address:</b>		Cynthia.King@unt.edu	
<b>Office Hours:</b>		Mondays: 7:00 a.m. – 10:00 a.m., 11:30 a.m. – 12:30 p.m., and 4:00 p.m. – 5:00 p.m. Wednesdays: 7:00 a.m. – 10:00 a.m., 11:30 a.m. – 12:30 p.m., and 4:00 p.m. – 5:00 p.m. and by appointment	
<b>Virtual Office Hours:</b>		N/A	
<b>Classroom Location:</b>		DAL 2 241	
<b>Class Meeting Days &amp; Times:</b>		MW 2:30 p.m. - 3:50 p.m.	
<b>Course Catalog Description:</b>		College Writing II, the second sequence of the Freshman Writing Program, builds on the rhetorical principles of College Writing I by providing students with the opportunity to study, experience, and practice the basic elements of argumentative writing, including thesis statements, claims, support, and counterargument. Beginning with recognition of argument as a rhetorical strategy that opens up ideas for further discussion, the College Writing II course asks students to consider a range of perspectives on important contemporary issues and encourages students to engage the world around them with accommodating and thoughtful, yet well-defined and supported written responses. Several common argumentative writing situations, such as writing to propose a solution, to evaluate, and to inform, are covered in the course.	
<b>Prerequisites:</b>		ENGL 1312 College Writing I	
<b>Co-requisites:</b>			
<b>Required Text:</b>		<i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i> , 9 <sup>th</sup> ed., Bedford/St. Martin's, 2013.  -and-  Hacker, Diana. <i>The Bedford Handbook</i> , 7 <sup>th</sup> ed., Bedford/St. Martin's, 2009.	
<b>Recommended Text and References:</b>			
<b>Access to Learning Resources:</b>		UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>	

<b>Course Goals or Overview:</b>	
	<p>The goal of this course is to prepare students to become knowing and productive participants in academic, cultural, or civic discourse. Students will learn to use multiple and sustained modes of critical inquiry to build arguable perspectives within particular cultural contexts and conversations. These modes will include writing to learn, report, review, criticize, clarify, convince, persuade, or negotiate. In addition, students will be coached in the rhetorical concepts of persona, ethos &amp; pathos, argument structure, counterargument, and logical fallacy. By the end of the course, students will be able to summarize, evaluate, and synthesize multiple sources in order to develop a critical perspective and advance a thesis of their own. Students will also receive guidance in the evaluation and appropriate documentation of print and non-print sources (web, film, television).</p> <p>ENGL 1323 is based on a thinking-into-writing model where much of the writing is preliminary to the production of finished work, pre-writing, drafting, and writing to revise represent a good deal of the work of the class. Class work will also include exercises, brainstorming, group work, peer reviewing, oral presentations, in-class writing, and essay drafting. By the end of the term, however, students should have completed at least 20 to 25 polished pages of finished work in the form of three (3) expository and research-based essays and one group project.</p> <p>Because I realize the importance of good writing and that competent writing comes with practice, I require a lot of work both in- and outside of class. I will assign a reading and/or writing assignment every class period which students should spend approximately 1½ hours per night completing. Students will produce and revise at least three (3) drafts for each of the three (3) assigned essays; read, reflect upon, and respond to (orally and in writing) their own written work and the writing of their classmates; keep an online (Blackboard) journal of responses to assigned readings and/or writing prompts; complete and present one (1) group project to the class; give one (1) individual presentation to the class on the subject of their final essay and complete all other components of this assignment; attend <i>at least</i> one (1) individual conference with me; and actively and enthusiastically participate in all group work and classroom discussion.</p>
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will	
1	master and demonstrate writing and speaking skills through invention, organization, drafting, revision, editing, and presentation.
2	understand the importance of specifying audience and purpose and to select appropriate communication choices.
3	understand and apply basic principles of critical thinking, problem solving, and technical proficiency, including grammar, in the development of exposition and argument.
4	develop the ability to research and write a documented paper.
5	explore English
6	be able to locate, evaluate and organize information including the use of information technologies
7	think critically and creatively, learning to apply different systems of analysis
8	develop problem solving skills that incorporate multiple viewpoints and differing contexts in their analysis
9	engage with a variety of others in thoughtful and well crafted communication
10	broaden and refine their thinking as a part of the give and take of ideas, seeking to better understand other's perspectives as well as their own
11	deepen their understanding of the variety of human experience and gain the capacity to see situations from another's viewpoint
12	gain leadership skills that prepare them for active citizenship
13	demonstrate the ability to define, critique, evaluate, and synthesize diverse perspectives on particular course themes
14	be able to write accurate and comprehensive summaries of both assigned course readings and research material
15	be able to develop well-organized, analytical, and argumentative paragraphs
16	be able to find and use secondary research as support and counterargument as well as to provide a critical

	context for their own perspectives
17	be able to develop successful research strategies and use both electronic and print resources available from the UNT Dallas Library
18	be able to evaluate sources—including web-based and other non-print sources—for degrees credibility, bias, and rhetorical effectiveness
19	be able to record and organize information through annotating, journaling, note taking, and outlining
20	be able to generate critical and analytical research questions about the course readings and themes
21	be able to formulate analytical theses/hypotheses about the course reading and subject matter
22	create essays that express the outcome of analytical thought in a manner appropriate to audience and purpose

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class and via Blackboard.

TOPICS	TIMELINE
1. Introduction to the Writing Process Critical Thinking Journal/Response 1 Due	Week of 1/13/14
2. Active Reading and Annotation Evaluating Textual Sources: Ethos, Pathos, Logos Journal/Response 2 Due	Week of 1/20/14
3. Argument and the Analytical Thesis Using Support from Textual Sources Documentation, Citation, Avoiding Plagiarism Journal/Response 3 and 4 Due	Week of 1/27/14
4. Journal/Response 5 Due Analyzing Support Drafting Workshopping	Week of 2/3/14
5. Introduction to Research Drafting and Workshopping	Week of 2/10/14
6. Using the Library: Databases, Print and Electronic Resources Essay 1 Due	Week of 2/17/14
7. Evaluating Visual Rhetoric Writing as Collaboration: Working in Groups Presenting Research Group Work Progress Memo Due	Week of 2/24/14
8. Group Project and Presentation Due Journal/Response 6 Due	Week of 3/3/14
9. Counter-Argument Journal/Response 7,8, and 9 Due	Week of 3/17/14
10. Audience Voice, Tone, Style Journal/Response 10 Due Brainstorm	Week of 3/24/14
11. Film Screening Drafting and Workshopping	Week of 3/31/14
12. Drafting and Workshopping Essay 2 Due	Week of 4/7/14
13. Interest Inventory Brainstorm	Week of 4/14/14
14. Prospectus and Thesis Due	Week of 4/21/14

Library Orientation Working Bibliography Due	
15. Annotated Bibliography Due Outlining Due Presentations Due Drafting and Workshopping Conferences as Scheduled	Week of 4/28/14
16. Essay 4 Due	Exam Week

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Reading Responses/Journals (to be posted on Blackboard)** – *written assignments created to develop students' ability to respond to and engage with assigned reading*

**Essay Packets** – *Essay assignments designed to hone students' analytical reading, thinking, and writing abilities; employ their research and documentation skills; develop their capacity for making analytical arguments; and measure their abilities to locate, evaluate, and synthesize researched support for their arguments.*

**Class Participation** – *participation in class discussions, group work, essay workshops, in-class writing assignments and exercises.*

### Grading Matrix:

Instrument	Value (points or percentages)	Total
Reading Responses/Journals	10 assignments (1 percentage point each)	10%
Essay Packet 1	12%	12%
Essay Packet 2	15%	15%
Group Project	15%	15%
Essay Packet 3	Brainstorm, Proposal, Thesis (3 percentage points) Working and Annotated Bibliographies (10 percentage points) Outline and Oral Presentation (5 percentage points) Final Draft (20 percentage points)	38%
Class Participation/ Exercises/Discussion/Workshop	10%	10%
<b>Total:</b>		<b>100%</b>

### Grade Determination:

- A = 90% or better
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = less than 60%

## University Policies and Procedures

**Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

**Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**Assignment Policy:**

ESSAY PACKETS 1-3 AND THE GROUP PROJECT MUST BE COMPLETED AND TURNED IN AT THE SCHEDULED DUE DATE AND TIME TO RECEIVE A PASSING GRADE FOR THIS COURSE. SHOULD YOU FAIL TO SUBMIT ANY OF THE FOUR (4) MAJOR ASSIGNMENTS ON THE SCHEDULED DUE DATES, YOU WILL NOT PASS THIS COURSE

LATE WORK: Please complete all work on time. In fairness to those students who complete their work on time, I DO NOT accept late papers/assignments. Students attempting to submit late work will receive a zero for the assignment. Allow yourself enough reading and writing time to meet deadlines and to do your best work.

MANUSCRIPT FORMAT: All written work should be typed and formatted according to MLA guidelines:

- Your last name and page number should appear on every page in the upper right-hand corner, one-half inch from the top of the page.
- Your heading should appear in the upper left-hand corner, one inch from the top of the page and should include your first and last name, my name, the course and section number, and the date (in that order).
- The left, right, and bottom margins should be set a one-inch. Do not justify text/margins.
- To make text legible for your readers, it should be double-spaced and typed using a standard (Times New Roman, Arial) 10- or 12-point font. Print your work in black ink on white paper. Print on only one side of each page.
- Please remember to staple your pages together in the upper left-hand corner. No plastic binders, coversheets, title pages, etc.—just the writing. When you turn in an Essay Packet, you will place all materials in a plain, two-pocket folder. Always keep backup copies of your essays (on disk and on paper) for safety's sake.

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

You are expected to be here, on time, for every class meeting. Because this course is rooted in active in-class participation—writing, reading, responding—regular attendance is not only mandatory, it is imperative to your growth as a writer and to your success in ENGL 1323.

If you know in advance that you will arrive late or must leave early, please notify me beforehand.

Otherwise, arriving after I close the classroom door and collect the attendance sheet will result in an absence. Should you leave class without notifying me beforehand I will consider you absent.

In this class, four (4) absences are allowed. Students missing five (5) classes or more will be asked to withdraw from the class or receive an “F” or “WF” the course.

Typically, no absences will be excused; however, exceptions will be made on a case-by-case basis for students providing official documentation of legitimate reasons for missing class, which include but are strictly limited to the following:

Your illness

Your hospitalization

Death in the family

Religious holidays

All other reasons (car trouble, work, children’s appointments, etc.) are NOT valid excuses for missing class. You have four (4) opportunities to miss class without penalty. Use them wisely.

Official documentation for legitimate reasons for missing class must be submitted for my consideration within one week of absence(s). Students involved with university-sanctioned events will not be counted absent on days scheduled by those programs as a service of the university providing they 1) obtain from their advisors in these programs a signed statement on UNTD letterhead noting the scheduled events for the semester 2) turn letters in to me by the end of the second week of classes.

Note: students absent due to university-sanctioned events or other legitimate reasons should not expect to miss an additional four (4) classes without academic penalty. Students who miss six (6) classes or more, excused and unexcused combined, will receive an “F” or “WF” for the course.

Keep in mind that you are responsible for your attendance. It is your responsibility to sign the attendance sheet to make sure I know that you are here. Should you fail to sign the attendance sheet, you will be considered absent.

If you are absent from class, you are responsible for getting notes, handouts, and all other assignments. The Course Schedule clearly outlines all assignments, classroom activities, and due dates. In-class handouts are available on our Blackboard website. Being absent is no excuse for late work. I do not accept late assignments.

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

## Optional Policies:

### ADDITIONAL REQUIRED MATERIALS:

- Daily access to a computer with a reliable Internet connection. If you do not own a computer, be sure to familiarize yourself with the campus computer labs and their hours as soon as possible.
- Access to a reliable printer. You will be required to print out your own work, peer workshop essays, and additional course materials available through Blackboard. Lack of printer ink is not a valid excuse for coming to class unprepared.
- A UNT Dallas email account and course website (Blackboard) access are mandatory. You will be responsible for posting your reading responses, journals, and drafts on our course website. You will also need to print hard copies of all assignments and handouts from this site.
- Additionally, please come to every class with the following materials: a pen or pencil, a notebook, and a two-pocket folder to amass work for essay packets. Also, be sure to budget expenses for printing/photocopying your essay drafts to share with your peers and me.

CLASSROOM AND EMAIL ETIQUETTE: The use of cell phones, pagers, and laptop computers in this classroom is NOT permitted. Please turn off, not merely set to “silent,” these devices before entering the classroom. Texting in class is strictly prohibited. Should I see a student texting during class time, I will issue one (1) warning. For each subsequent time, I will subtract one-percent (1%) from the student’s participation grade.

Email Etiquette: Because I am frequently out of my office, I prefer that students communicate with me via email. Please use the email function in Blackboard to send me email messages. That way I can immediately identify your class and section number.

I check my email frequently throughout the day; however, I typically do not check it after 9:30 p.m. on weekdays. Although I will usually reply to email right away, please allow up to 24 hours for a response.

I also ask that you keep in mind the proper, respectful, and mature ways of addressing professors about issues concerning your classes. Part of becoming a proficient writer and speaker is developing an understanding of audience, rhetorical situation, and appropriate tone and diction. Because written communication cannot express tone of voice and body language in the way spoken can, email messages can sometimes be misinterpreted by the reader. Therefore, be sure to review your email to ensure appropriate language and tone.

All email messages should include a brief description of their content in the subject line (i.e., “A Question about My Thesis Statement”). They should have a salutation (i.e., Dear Dr. \_\_\_\_). Also be sure to include a closing (i.e., “Sincerely,”) followed by your name.

While I am happy to assist you with your essays (or other course material) through email, please send me specific and detailed questions. I will not edit or grade drafts of your essays. Instead, send the thesis and/or sections of your essay with which you need assistance accompanied by specific questions.

In order to be fair to your classmates and myself, I ask that you limit requests for assistance to one (1) per 24-hour period.

CONFERENCES: Conferencing will provide us with the opportunity to meet individually and discuss specific issues regarding your writing and overall progress in class. You are required to sign up for and attend *at least* one (1) individual conference with me throughout the course of the semester. All conferences will be held in my office and will last approximately fifteen minutes. I will provide further information to help prepare you for a productive conference as the dates approach. Note: Failure to attend a conference at the scheduled date and time will result in one (1) absence.

PLAGIARISM AND ACADEMIC INTEGRITY: Plagiarism is a serious form of academic dishonesty which, in its simplest definition, means taking the ideas or phrases of a published source without giving proper credit (documentation) to that source. In its most blatant form it occurs when students copy all or a part of their papers from another source or sources—whether books, magazines, websites, or other students' papers—or turn in a paper written partially or entirely by another person. Plagiarism is counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. More specifically, it includes:

- Unauthorized collaboration and collusion
- Multiple submission of the same paper to fulfill assignments in different courses
- Submitting a paper that was wholly or partly written by someone else, regardless of the relationship
- Submitting a paper that you did not write, but that was obtained from files of other organizations on or off campus
- Submitting a paper obtained from the Internet or other services that supply college papers
- Submitting as your own work a paper or parts of a paper copied or paraphrased from other sources, with the intent to deceive the instructor