

University of North Texas at Dallas
Spring 2016
SYLLABUS

Course Abbreviation/Number/Title/Semester Hrs ENGL1323: College Writing I I 3Hrs				
Department of		English	Division of Liberal Arts & Life Sciences	
Instructor Name:		<i>Dr. Sura P. Rath</i>		
Office Location:		<i>Founders Hall #261</i>		
Office Phone:		<i>972.338.1545</i>		
Email Address:		sura.rath@untdallas.edu		
Office Hours:		TTh 1-2 pm; W 2-4 pm		
Virtual Office Hours:		None		
Classroom Location:		1323-01 TTh 4:00-5:20 P.M. 1323-02 TTh 2:30-3:50 P.M. 1323-03 W 5:00-7:50 P.M. 1323-04 S 10:00-12:50 P.M.		
Course Catalog Description:		Computer Assisted College Writing: Writing as a means of critical thinking; emphasis on the process of perfecting the essay through multiple drafts		
Prerequisites:		ENGL 1313 (or 3 hours of semester credit in College Writing I)		
Co-requisites:				
Required Text:		<i>Critical Thinking, Reading, and Writing</i> by Sylvan Barnet and Hugo Bedau, 8 th ed. <i>Elements of Style</i> by William Strunk and E. B. White A good dictionary (Recommended: <i>American Heritage Dictionary</i>)		
Access to Learning Resources:		UNT Dallas Library: (972) 780-3625 UNT Dallas Bookstore: (972) 780-3652		
Course Goals or Overview:				
The goal of this course is for students to practice persuasive writing, analyze modes of persuasion/argumentation, and critique samples of verbal and visual texts.				
Learning Objectives/Outcomes: At the end of this course, the student will be able to				
1	Read persuasive discourse and analyze modes of argument used by authors			
2	Develop an argument paper on a given topic			
3	Locate and use secondary sources with proper citation			

4	Identify fallacies of argument and critique them
5	Describe qualities of effective writing: unity, coherence, and emphasis

Course Outline

This course will consist of three main activities:

1. first, we will do a lot of reading, from less complex to more complex texts, by authors both modern (e.g., George Will and Derek Bok) and classic (such as Thomas Jefferson and Jonathan Swift); your development of critical reading habit will be evaluated with the response papers you write and with your participation in class discussions of these essays;
2. second, we will apply our critical thinking to analyze and critique the arguments put forth by these authors; this skill will be evaluated with your insights, comments, and judgments presented in the final paragraphs of your Response Papers and from the group discussions you participate in; and,
3. finally, we will practice writing summaries, abstracts, and research papers using secondary sources in support of a thesis.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. This is a hands-on studio course using continued practice of writing the research paper. Successful completion of this course depends on your regular and punctual attendance, systematic completion of the steps of writing a research paper, and timely submission of all assigned work.

Grading Matrix:

Instrument	Value	Total
Response Papers: 8	50	400
Term Paper	200	200
Group Discussion	100	100
Oral Presentation	100	100

Attendance* +	100	200
Participation**	100	
Total		1000

*Regular and punctual attendance is required for this class. To earn full points for attendance, you will need to be present for all the meetings. For each unexcused absence, you lose ten points.

** For your class participation points, you will bring a 3x5 note card to class on the basis of your readings for that day. The note card should include the key points you learned from the essay plus 2-3 questions that you wish to raise in the class. I will collect the cards in class.

Grade Determination: (grading will be on a ten-point scale)

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

Reading/Writing Schedule

Week	Date	Reading	Writing	Notes
1	1/19-23	Introduction to the course	Diagnostic Essay 1/20	Note cards.
2	1/26-30	Critical Thinking, pp. 3-39	Practice writing #1; pick a topic from pp. 31-33	Response paper 3 persuasive strategies: Ethos, Pathos, Logos
3	2/2-6	Critical Reading (continued) pp. 39-60 Building arguments from opinions, facts, and data.	Response paper 1 on “The Undercover Parent”	Summary; Paraphrase; Abstract; Synopsis
4	2/9-13	Critical Reading, pp. 60-73	Response paper 2 on “Executions Should be Televised”	

5	2/16-20	Critical Reading: pp. 74-91, 196-219	Practice writing #2. Topic selected from readings this week. <i>Response Paper 3 on "On Racist Speech"</i>	Deduction Induction Argument
6	2/23-27	Critical Reading, pp. 91-107	Group discussion	
7	3/1-3/5	Critical Reading, 107-140	<i>Response paper 4 on "Protecting Freedom of Expression on Campus"</i>	Discussion on "The Flight from Conversation"
8	3/8-12	Visual Rhetoric, pp. 141-165. Bring your note cards on points of discussion to class.	Group discussion Practice writing #3 on the visual images.	
9	3/14-20	UNTD Spring Break	No classes.	
10	3/22-26	Critical Writing: format of a research paper	Schedule personal conference for term paper topic selection	
11	3/29-4/2	Visual Rhetoric, pp.165-174.	<i>Response Paper 5 on "Violent Media is Good for Kids"</i>	Selection of term paper topic
12	4/5-9	Argument, pp. 179-196.	Completion of first draft of term paper <i>Response Paper 6 on "A Modest Proposal"</i>	Peer review of term paper drafts
13	4/12-16	Reading of advanced texts, pp. 220-226 and 463-500	Revising and re-writing Developing arguments Literary writing	

14	4/19-23	Literary writing “The Unknown Citizen”	<i>Response Paper 7 on “The Unknown Citizen”</i>	Group critique of term papers
15	4/26-30	Presentation of term paper in class	<i>Response Paper 8 on “From The Prince”</i>	
16	5/3-7	Presentation of term paper in class		Term paper due 5/5

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:

All assigned work is due IN CLASS on the day it is due. Homework, such as summaries/synopses of readings, should be typed double-spaced.

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

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. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that students coordinate with a colleague to obtain a copy of the class notes, if they are absent.

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:

- Use of WebCT/Blackboard: I use Blackboard for announcements, but do not post grades there. You should submit your work on due date in class, and maintain your own grade record.
- Contact information: The easiest and fastest way to reach me is by e-mail. You must use your university mail account.
- Use of Cell Phones & other Electronic Gadgets in the Classroom: All cell phones MUST be turned off or switched to “silence” mode. Please do NOT try to hide it in your lap and look at it or write text messages. **You will be excused from the class if you are caught using cell phone when the class is in progress.**
- Food & Drink in the Classroom: Please do not bring food and drinks to the class. In a long class period, we will take one or two short breaks.
- Use of Laptops for assignments: Allowed. You may use your laptop to prepare drafts, but I will need a hard copy of the final draft to comment on. Save all revision drafts.
- Grade of Incomplete, “I”: I do not approve of “incomplete” grades except in major health related disabilities. Medical documentation will be required.

There is no final examination for this class.

RESPONSE PAPER

Q. What is a Response Paper?

A. A Response Paper is a short essay—usually 300-400 words in length—based on your critical reading of the essays in our textbook and your response to the author’s views, followed by your own response to the topic of the essay.

Q. Is there a particular form for the Response Paper?

A. Yes. Generally, it is in three parts (or paragraphs). Part 1 presents a summary of the author’s thesis (or central argument) and the supporting points. Part 2 offers your response as to whether you accept the author’s argument(s) in full or in part or reject them completely. Part 3 is an analysis of the basis of your response to the author. You examine the author’s major and minor premises and critique their validity.

Q. Do I have to accept the author’s thesis and supporting arguments?

A. No. You may accept them all or none, or in part. But you need to explain why. This will show your critical thinking process.

Q. How many Response Papers are to be written, and when?

A. You will write ten Response Papers as assigned. Refer to your syllabus for the schedule and sequence.

Q. Can you give us a template to follow?

A. Certainly, but I hope you will not follow it mechanically. See the attached template. It is for use as a guide. You should be bold and assertive in your opinion on the subject and present it clearly.

Template for a Response Paper

[Name of the author,] [“Title of the Essay,”] [in Sylvan Barnet and Hugo Bedau, ed. *Critical Thinking, Reading, and Writing*. New York: Bedford/St. Martin’s, 2014. 8th. Ed. pp. xxx-xxx.]

Paragraph 1: In [“title of the essay”], [author’s name, first and last] argues that (present the author’s thesis here, one sentence; you may quote the sentence directly from the essay). In defense of his/her argument author’s last name offers [three or four or five) main arguments: first, he says that; second, he presents the case that; and finally he asserts that (these arguments are usually the topic sentences of major sections of the essay).

Paragraph 2: Here you have several choices.

- a. The author makes a convincing case for his argument, addressing opinions from all sides.
- b. Although [author’s last name] makes a convincing case for his/her thesis, parts of his argument call for review and revision. For instance, in his first point of defense, he uses statistics from a questionable survey of public opinion. The survey taken about two decades ago was based on a small sample of barely two hundred people, most of whom live in the deep South, which has traditionally been conservative in its political views. To make the survey results valid and relevant to the point at hand, we need a more recent and more representative sampling of opinion from a wider array of the American public. Similarly, in his second point the author overlooks the gender factor in American public opinion, which skews the conclusions he draws. And, finally, he leaves out the most important issue: the racial divide in American politics.
- c. The author’s position on the issue is totally biased, and he uses skewed numbers and unreliable statistics to make his point.

Paragraph 3: I believe that if we take the factors mentioned above into account we will reach some different conclusions, ones that would reflect our current national mindset. Minority groups—racial, gender-based, ethnic, or sexual orientation based—have made significant progress in American national arena, and their impact on our political future must be taken into account.

Name: _____ Date: _____ Point score: _____