

University of North Texas at Dallas  
Fall 2013  
SYLLABUS

**ENGL 1313D-090**  
**Computer Assisted College Writing I (3 hrs)**

Department of Languages and Communication	Division of Liberal arts and Life Sciences
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<b>Instructor Name:</b>	Christopher Dickman
<b>Office Location:</b>	Founders Hall (Building #2) #258
<b>Office Phone:</b>	(972) 338-1537
<b>Email Address:</b>	Christopher.Dickman@unt.edu

<b>Office Hours:</b>	M/W: 12:30 – 3:30, T/Th: 2:00-3:30, and by appointment
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<b>Classroom :</b>	DAL 1 201D
<b>Class Days &amp; Times:</b>	T/Th, 11:30 – 12:50

<b>Course Catalog Description:</b>	Writing as a means of critical thinking, with emphasis on the process of improving the essay through the writing of several drafts in the English computer classroom. No computer experience required. May be substituted for ENGL 1310.
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<b>Required Text:</b>	<b>Bullock and Weinberg, <i>The Little Seagull Handbook</i></b> Textbook will also be supplemented with readings outlined on course homepage.
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<b>Recommended Text</b>	<b><i>Writing Spaces, vols 1 and 2</i> – found free online at <a href="http://writingspaces.org">writingspaces.org</a></b>
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<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@fhcg.follett.com">1012mgr@fhcg.follett.com</a>
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**Course Overview:**

**Overview:** Over the course of the term, students will work to produce a significant amount of writing through projects in both a traditional essay format as well as other written genres. Through these projects, in-class discussions, and other activities, students will work to organize and shape their ideas into clearer and more coherent pieces of writing and composition, geared toward communicating effectively with an audience of readers. Throughout the course, students will produce multiple plans and drafts of their writing in order to develop the strong revision and editing habits that distinguish more experienced writers. Additionally, throughout the course, students will reflect on their writing processes and habits in order to increase the effectiveness of how they approach new writing situations.

**Workshop format:** Students should expect to do a good deal of work on their assignments during class time, including planning, revising, rewriting, peer editing, etc. Out of class time should be dedicated to reviewing class texts as well as more revision of course assignments.

## Learning Objectives/Outcomes:

At the end of this course, the student should expect to:

<b>1</b>	Understand the writing process strategies of experienced writers and reflect on their own process
<b>1b</b>	Stress the importance of revision and rewriting in producing effective communication
<b>1c</b>	Use writing as a means of thinking through their ideas
<b>2</b>	Consider the rhetorical aspects of their writing such as audience, author, text, and purpose and compose and revise their projects to meet these needs
<b>2b</b>	Develop an awareness of different genres and adapt their writing for each genre
<b>2c</b>	Consider the format of the text they are working with, and how their message might be better communicated through means such as transitions, titles, images, etc.
<b>3</b>	Further develop their critical thinking skills, and learn how to communicate their findings to a reader
<b>3b</b>	Explain and defend their communicative choices through guided reflection
<b>4</b>	Be able to find and evaluate credible sources
<b>4b</b>	Be able to incorporate sources in order to provide evidence and support for their own ideas

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by UNTD Email or during class time

DATE	TOPICS AND ASSIGNMENTS	TEXT
Th, 8/29	Course Introduction: Syllabus, Overview of Major Assignments, Grading Expectations; Process Inventory and Discussion	
T, 9/3	<i>Introduction of Project 1 - Literacy Narrative</i> ; Process and Experienced Writers	<i>LSH, 6-13</i>
Th, 9/5	Narrative Structures; Example Literacy Narratives	<i>LSH, 46-49</i>
T, 9/10	The Essay Format; Guiding the Reader	<i>LSH, 14-26</i>
Th, 9/12	<b>ETS Testing in Class</b>	
T, 9/17	<i>Peer Review Project 1 - Literacy Narrative: Full Draft Due in Class</i>	
Th, 9/19	<b>Project 1 - Literacy Narrative Due</b> ; <i>Introduction of Project 2 - Evaluative Essay</i>	
T, 9/24	Writing Contexts and the Rhetorical Situation	<i>LSH, 2-6</i>
Th, 9/26	<b>Literacy Narrative Author's Note Due</b> ; Argument and Evaluations	<i>LSH, 32-37</i>
T, 10/1	Evaluation examples	
Th, 10/3	<i>Peer Review of Project 2 - Evaluation Essay: Full Draft Due In Class</i>	
T, 10/8	<b>Project 2 - Evaluation Essay Due</b> ; <i>Introduction of Project 3 - Improvement Proposal Report</i> , Proposals and Persuasion	
Th, 10/10	Document Design	<i>LSH, 27-31</i>
T, 10/15	<b>Evaluation Essay Author's Note Due</b> ; Report Examples	<i>LSH, 42-45</i>
Th, 10/17	Abstracts and Summaries	<i>LSH, 59-62</i>
T, 10/22	<i>Peer Review Improvement Proposal Report: Full Draft Due In Class</i>	
Th, 10/24	<b>Project 3 - Improvement Proposal Report Due</b> ; <i>Introduction of Project 4 - Researched Comparison Essay</i>	

T, 10/29	<b>Improvement Proposal Report Author's Note due;</b> Research Strategies and Methods	<i>LSH, 68-76</i>
Th, 10/31	Evaluating Sources	<i>LSH, 77-79</i>
T, 11/5	Reading Strategies	<i>LSH, 63-65</i>
Th, 11/7	Synthesizing Ideas, Integrating Sources	<i>LSH, 80-82</i>
T, 11/12	MLA format	<i>LSH, 93-135</i>
Th, 11/14	Citation Check; List of sources needed in class	<i>LSH, 93-135</i>
T, 11/19	<i>Peer Review of Researched Comparison Essay: Full Draft Due</i>	
Th, 11/21	<b>Project 4 - Researched Comparison Essay Due</b>	
T, 11/26	<b>Researched Comparison Essay Author's Note due</b>	
Th, 11/28	NO CLASS - Thanksgiving	
T, 12/3	Informal Presentations of Research	
Th, 12/5	Informal Presentations of Research	

## Course Evaluation Methods

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

**Major Projects** – Students will compose four (4) writing projects during the course. These projects will vary in their expectations, so students should pay close attention to each individual assignment description.

**Author's Notes** - After each project, students will submit a detailed Author's Note, describing their writing process and experience for the project, as well as some of the specific choices made while composing. See individual descriptions for more details.

**Class Participation** – Students will be expected to attend daily classes, participate in discussions, constructively add to the class, and work on projects for *this class only* when given time in class.

### Grade Determination:

- A = 900-1000 pts; i.e. 90% or better
- B = 800-899 pts; i.e. 80 – 89 %
- C = 700-799 pts; i.e. 70 – 79 %
- D = 600-699 pts; i.e. 60 – 69 %
- F = 599 pts or below; i.e. less than 60%

## Grade Breakdown

Project 1 - Literacy Narrative	125
Literacy Narrative Author's Note	100
Project 2 - Evaluation Essay	125
Evaluation Essay Author's Note	100
Project 3 - Improvement Proposal Report	125
Improvement Proposal Report Author's Note	100
Project 4 - Researched Comparison Essay	125
Researched Comparison Essay Author's Note	100
Participation	100
<b>Total</b>	<b>1000</b>

## **Course Policies and Procedures**

### **Attendance and Participation Policy**

Due to the workshop format of this class, the University attendance policy is in effect for this course. Students may have up to four (4) maximum unexcused absences for the semester without penalty. After these four absences, the instructor reserves the right to reduce the student's participation grade significantly. More than six (6) unexcused absences may be grounds for failure of the course. Students more than 10 minutes late will be considered absent for that day.

Absences may be excused for emergency circumstances or school-sponsored activities and only with written documentation of the reason for the absence. Students are responsible of notifying 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 each student coordinate with a student colleague to obtain a copy of the class notes if they are absent.

### **Technology Policies**

#### **Cell phones**

No use of cell phones is permitted during class time unless specifically allowed by the instructor. Cell phones should be turned off and put away throughout the duration of the class.

#### **Computers and Laptops**

Any computer use needs to be strictly for the purposes of this course; any use outside of those purposes will result in a reduced participation grade. If you own a laptop and prefer to use that in class, you may. The same technology policies as above apply to use of your personal laptops as well when in class. Please note that some days we may need to print materials, so documents on your laptop may need to be transferred to a desktop for those purposes.

#### **Email**

I will regularly communicate with you via your UNT email. Please make sure to check it regularly, and at least once a day. Please note that I cannot communicate with you via a personal email address for legal reasons.

#### **Student responsibility**

It is the responsibility of the student to be familiar with all of the rules and policies set forth in this syllabus and to keep track of their progress in the class, including their grades, assignment submission, tardies, and absences. I will not tell you every time you are late, have an unexcused absence, or lose participation points. Of course, you are encouraged to ask me about any of these concerns at any point in the class, and I will be happy to let you know your progress. However, students need to exercise self-monitoring throughout the term.

#### **Openness and Constructive Criticism**

A good deal of the work in this class will involve talking to each other about our work and reviewing and critiquing each others' drafts as we proceed through assignments. While we will discuss peer review in more detail in class, it should be said here that to make these processes useful, students need to keep an attitude of openness about their work in progress. We are all learning in this class - or else we wouldn't be here – and no one is expected to have perfect work in the drafts we'll be looking at. The purpose of peer review, critique, and revision is to change inevitably weak drafts into stronger papers not by saying what's wrong, but what can be improved. In this class, each student needs to be open and willing to have their work reviewed by others. The other side of this is that those who critique need to always be in the mindset of providing constructive – and not harsh or attacking – criticism.

#### **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.

#### **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 (SETE) 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.

## **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](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](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

## **Grading and Assignment Policies**

### **Project Formatting**

Formatting of the major projects will vary widely from assignment to assignment due to the nature of the course; students should pay close attention to the formatting details in each assignment description.

### **Submitting Projects and File Naming System**

Projects should be submitted through the link on the course home page. Files can be in a format of your choice (for this class, Word is the more obvious solution), but I recommend converting files to PDFs to preserve any specific formatting.

Files should be named in a standard format as follows: Lastname - Projectname. For example, a student named John Smith submitting the first project for this class would name their file "Smith – Project1". The same student submitting the Author's Note for Project 2 would name their file "Smith – Project 2 Author's Note".

### **Late Policy**

Late work will be reduced the equivalent of one-half letter grade for every day past the due date.

### **Revision Policy**

Students who would like to revise their projects once a grade has been given have the option of doing so in this course. Any revisions submitted will fully replace the grade for the assignment or project. Any revisions are due **no later than one week after the assignment is turned back to the student**. Students need to change their writing **significantly** in order to expect an increased grade on their revisions. That is, students need to do much more than fix grammatical, spelling, punctuation, and mechanical errors to have their grade lifted. Reconceiving sections of the paper, responding thoroughly to instructor comments, and rewriting and reformatting documents is needed.

### **Writing Center**

The Writing Center offers students the opportunity to meet with a professional tutor to discuss their writing assignments for any course. Students can utilize the center for any stage of the writing process (pre-writing, drafting, revising, editing). During a writing conference, tutors will assist students in identifying their weaknesses and will work together with the student to improve the assignment. The Writing Center's most important goal is to help UNT Dallas students become better writers, which means that the Writing Center tutors will not proofread or edit papers; instead, they will help students develop the skills they need in order to successfully proofread and edit their own work.

The center is open Monday – Thursday from 8am -7 pm in Room 301N in Building 1.