

University of North Texas at Dallas
 Summer 2013, 5W1
 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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Instructor Name:	Christopher Dickman
Office Location:	Founders Hall (Building #2) #258
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Office Hours:	Thursday, 2-4 and by appointment
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Classroom :	DAL 1 201D
Class Days & Times:	MTWR 12-1:50

Course Catalog Description:	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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Required Text:	Bullock and Weinberg, <i>The Little Seagull Handbook</i>
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Recommended Text	<i>Writing Spaces, vols 1 and 2</i> – found free online at writingspaces.org
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Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
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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 process 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:

1	Understand the writing process strategies of experienced writers and be able to reflect on their own process
2	Experiment with and alter their writing process to stress the importance of revision and rewriting in producing effective communication
3	Be able to use writing as a means of thinking through their ideas
4	Be able to consider the rhetorical aspects of their writing such as audience, author, text, and purpose and compose and revise their texts accordingly
5	Consider the format of the text they are working with, and how their message might be better communicated through means such as transitions, titles, and images that help the reader
7	Develop an awareness of different genres and how their writing needs to adapt for each genre
8	Further develop their critical thinking skills and learn how to communicate their findings to a reader
9	Be able to find and evaluate credible sources for the project they are working with
10	Be able to incorporate sources in order to provide evidence or 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
M, 6/3	Course introduction: syllabus, overview of major assignments, grading expectations; process inventory and discussion
T, 6/4	Introduction of Literacy Narrative Project; Ann Lamott – “Shi\$%y First Drafts”; Process; handbook 6-13
W, 6/5	Example Literacy Narrative; Handbook pages 6-9 and 46-49 (narratives)
R, 6/6	The essay format; Guiding the reader; Handbook pages 14-26; Peer Review Best Practices
M, 6/10	Peer Review of Literacy Narrative – Draft Due in class
T, 6/11	Literacy Narrative Due; Introduction of Evaluation Essay; Writing Contexts and the Rhetorical Situation; handbook 2-5
W, 6/12	Handbook, argument, 32-37; Evaluations
R, 6/13	Evaluation Examples
M, 6/17	Peer Review of Evaluation Essay – Draft
T, 6/18	Evaluation Essay Due; Introduction of Improvement Proposal Report; proposals and persuasion
W, 6/19	27-31 of handbook – design; 42-45 (reports); report examples
R, 6/20	Abstracts and Summaries, handbook 59-62
M, 6/24	Peer Review of Improvement Proposal Report – Draft Due in class
T, 6/25	Improvement Proposal Report Due; Introduction of Researched Comparison Essay
W, 6/26	Doing research, evaluating sources; Reading Strategies; Handbook 68-79 and 63-65

R, 6/27	Synthesizing ideas, integrating sources; handbook 80-92
M, 7/1	MLA format expectations, citation check (have two sources chosen and Works Cited page at beginning of class)
T, 7/2	Peer Review of Researched Comparison Essay – Draft due in class
W, 7/3	Researched Comparison Essay Due ; course wrap-up and reflection
R, 7/4	Independence Day – University Holiday - No Class

Course Evaluation Methods

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

Projects (2 components per project) – Students will compose four (4) writing projects during the course of the semester. Each project will have two parts – a major writing assignment and a reflection on that assignment.

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

Literacy Narrative Essay (June 11)	125
Literacy Narrative Reflection (June 11)	75
Evaluation Essay (June 18)	125
Evaluation Reflection (June 18)	75
Improvement Proposal Report (6/27)	150
Improvement Proposal Reflection	100
Researched Comparison Essay	150
Researched Comparison Reflection	100
Participation	100
Total	1000

Course Policies and Procedures

Project Formatting and Submission

All projects for this class must be composed with 12-point, Times New Roman font. All written assignments should have 1" margins on all sides, and should have a header in MLA format (see pages 130-133 of the handbook or search for "MLA heading" on the web to see an example).

This term, all **projects must be submitted in print at the beginning of the class period in which they are due.** If the classroom is not equipped with a printer, please make sure to plan ahead to have your paper printed out before you come to class. Printer problems will not be sufficient reasons for not turning in work.

Late Policy

Late work will be docked one-half letter grade from the assignment 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, this needs to be much more than editing grammar, spelling, mechanics, etc.).

Peer Review Draft Policy

Each project in this class will undergo a peer review the class period before it is due. Students need to have in class a **full draft** of their paper at this time – that is, the draft must be in a coherent, paragraph format and meet the word requirements; students do not need to have their reflection component for peer review days. Students will lose all participation points for that day for not having a full draft.

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.

Students may have up to two (2) maximum unexcused absences for the term. After these two, it is at the discretion of the instructor to reduce the participation grade significantly for unexcused absences. More than four unexcused absences may be grounds for failure of the course. Students also need to exercise responsibility for being on time; students who are more than 10 minutes late for class 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 Policy

No use of cell phones is permitted during class time. Cell phones should be turned off and put away throughout the duration of the class unless specifically allowed by the instructor. Any computer use needs to be strictly for purposes of the class, and use outside of these boundaries will result in reduced participation points.

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 welcome 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 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 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.