ENGL 1313D-091
Computer Assisted College Writing I (3 hrs)

Department of Languages and Communication	Division of Liberal arts and Life Sciences

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Office Hours:	**M/W: 1-4, and by appointment**

Classroom :	**DAL 1 201D**
Class Days & Times:	**M/W, 10 - 11:20**

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.

Required Text:	**Purdue Online Writing Lab (OWL),** found free online at https://owl.english.purdue.edu/owl/

Recommended Text	*Writing Today, 2nd ed.,* Richard Johnson-Sheehan and Charles Paine ("WT" on course schedule)

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

Course Overview:

Overview: Over the course of the term, students will work to produce a significant amount of writing and composition in a variety of formats, including traditional genres such as the essay and the personal narrative, as well as multimedia formats such as websites, podcasts, and presentations. Through these projects, in-class discussions, and other activities, students will work to organize and shape their ideas into clearer and more coherent pieces geared toward communicating effectively with an audience of readers; emphasis will be placed on producing multiple plans and drafts of 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, and will consider the relationships between writing, language, and social interactions. **Parts of many days will be spent in a workshopping or working mode, meaning students should come prepared to spend some time working on assignments in class.**

Learning Objectives/Outcomes:

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

1	Understand writing process strategies of experienced writers and reflect on their own process
1b	Understand the importance of revision and rewriting in producing effective communication
1c	Use writing as a means of thinking through their ideas
2	Consider the rhetorical aspects of their writing such as audience, author, text, and purpose and compose and revise their projects to meet these needs
2b	Develop an awareness of different genres and adapt their writing for each genre
2c	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.
3	Further develop their critical thinking skills, and learn how to communicate their findings to a reader
3b	Explain and defend their communicative choices through guided reflection
4	Be able to find and evaluate credible sources
4b	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	READING
M, 1/13	Introduction to the course; syllabus; what is good writing?; writing processes	----
W, 1/15	*Introduction to Project 1 – Literacy Narrative;* habits of experienced writers; brainstorming and freewriting	Lamott, *"Shi*&y First Drafts. WT,* 27-39
M, 1/20	**NO CLASS –** Martin Luther King, Jr. Day	----
W, 1/22	The politics of language use and development; example literacy narratives	TBA
M, 1/27	Peer Review Project 1 – Literacy Narrative	----
W, 1/29	**Project 1 – Literacy Narrative Due;** *Introduction to Project 2 – "Making a Change" Proposal;* Invention Strategies	*WT,* 344-356
M, 2/3	Informal research; finding sources on the web; finding sources from the library; credibility and academic work	*TBA*
W-F, 2/5-7	Individual Conferences about Project 2 to review topic choices and formulate research plan (takes the place of class)	----
M 2/10	Proposal and argument structures	
W, 2/12	Incorporating sources; methods of citation	
M, 2/17	Peer review Project 2 – "Making a Change" Proposal	
W, 2/19	**Project 2 – "Making a Change" Proposal Due;** *Introduction of Project 3 – "Making a Change" podcast; intro to podcasting*	

M, 2/24	Podcast characteristics, audiences, and concerns; example podcasts	
W, 2/26	Script development and concerns	
M, 3/3	The technology of podcasting; recording and editing	
W, 3/5	**Midterm Reflection Due;** Resources for podcasts; podcasting work day	
M, 3/10	**NO CLASS – Spring Break**	----
W, 3/12	**NO CLASS – Spring Break**	----
M, 3/17	Podcast Workshop Day	
W, 3/19	Podcast Peer Review	
M, 3/24	**Project 3 – "Making a Change" Podcast due**; *Introduction of Project 4 – Advocacy Strategy Essay*; advocacy and persuasion	
W, 3/26	Sample advocacy campaigns; rhetorical analysis	
M-T, 3/31	Demographics research; Avenues of persuasion in the Internet era	
W, 4/2	Individual Conferences about Project 4 – Advocacy Strategy Essay	
M, 4/7	Peer review of Project 4 – Advocacy Strategy Essay	
W, 4/9	**Project 4 – Advocacy Strategy Essay Due**; Introduction of Project 5 – Advocacy Website	
M, 4/14	Website creation tools/sites	
W, 4/16	Visual rhetoric; fair use of images on the web; copyright considerations	
M, 4/21	Site and page design basics; user interaction and engagement	
W, 4/23	Example advocacy sites and critique exercise	
M, 4/28	User testing of Advocacy Sites	
W, 4/30	**Project 5 – Advocacy Website due;** course wrap-up	
W, 5/7	**Final Reflection Due**	

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 (5) projects during the course. These projects will vary in their expectations, so students should pay close attention to each individual assignment description.

Reflections – At midterm and the end of the semester, students will compose detailed reflections on their work and progress in the class.

Writing Center Visits and Conferences – Students will be expected to attend 2 tutoring sessions at the Writing Center and 2 conferences with the instructor. Credit will be given for substantive engagement at these sessions.

Class Participation – Students will be expected to attend daily classes, participate in discussions, and 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
Project 2 – "Making a Change" Proposal	125
Project 3 – "Making a Change" Podcast	125
Project 4 – Advocacy Strategy Essay	125
Project 5 – Advocacy Website	125
Midterm Reflection	75
Final Reflection	100
Writing Center Visits (2) + Conferences (2) – 25 pts each.	100
Participation	100
Total	**1000**

Course Policies and Procedures

Attendance and Participation Policy

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 will result in a loss of all participation points for the class and may be grounds for failure of the course** at the discretion of the instructor. Students more than 10 minutes late will be considered absent for that day.

Absences may be excused for emergency circumstances or school-sponsored activities **only with prior notification and written documentation of the absence**. Students are responsible for making up any work covered in class.

Technology Policies

Cell phones, Computers and Laptops

Students should be engaged with classroom activities and discussion throughout each class period, and should use technology in the classroom accordingly. Repeated behavior that distracts from participation, disrupts classroom activity, or engages with material outside of the course is grounds for loss of participation points.

Email

You must check your UNT email regularly, as this will be my primary method of communication with the class; make sure you can log into it from day one, and make sure to check it 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 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.

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, but I recommend converting files to PDFs, as that will preserve any specific formatting.

Files should be named in a standard format with the student's last name (only) and the Project number. For example, a student named John Smith submitting the first project for this class would name their file "Smith – Project1".

Late Policy

Late work may 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.