

# University of North Texas at Dallas

## Spring 2015 SYLLABUS

<b>English 1313D Fall 2015</b>		<b>3Hrs</b>	
<b>Department of</b>	Liberal Arts and Life Sciences	<b>Division of</b>	Languages & Communications
<b>Instructor Name:</b> Robert O. Harris, Jr			
<b>Office Location:</b> DAL 2 Adjunct Office, 3 <sup>rd</sup> Floor			
<b>Office Phone:</b> Answer/Fax 972-669-1777			
<b>Email Address:</b> <a href="mailto:Robert.Harris@untdallas.edu">Robert.Harris@untdallas.edu</a>			
<b>Office Hours:</b> By Appointment before or after class			
<b>Virtual Office Hours:</b> On Line by Appointment			
<b>Classroom Location:</b> DAL1 226			
<b>Class Meeting Days &amp; Times:</b> MW 11:30-12:50			
<b>Course Catalog Description:</b>		This course emphasizes writing as a means of critical thinking, with emphasis of the process of perfecting the essay through the writing of several drafts in the English computer classroom, and/or lab, and/or personal computer. No computer experience required. May be substituted for English 1310D	
<b>Prerequisites:</b>		NA	
<b>Co-requisites:</b>		NA	
<b>Required Text:</b> There is no text for this course. All materials are provided on line in the course shell.			
<b>Recommended Text and References:</b>		NA	
<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>	
<b>Course Goals or Overview:</b>			
<p>Over the span of the semester, students will work to produce a significant amount of writing through projects in traditional essay format as well as other written genres. Through these projects, in-class discussion, and other activities, students will work to organize and shape their ideas into clearer and more coherent pieces of writing and composition geared toward effectively communicating 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.</p> <p>Workshop Laboratory Format: Students should expect to do a good deal of work on their assignments in class, including planning, revising, rewriting, peer editing, etc. Out of class time will frequently be dedicated readings, discussion boards, field trips/exercises, and a team project.</p>			

<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will	
<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

## **FIRST-YEAR COMPOSITION ASSESSMENT OUTCOMES AND MEASURES**

### **CRITICAL THINKING SKILLS:**

- Students will develop an understanding and control of rhetorical principles through the analysis, evaluation, and creation of written, oral, and visual texts
  - Instrument: Written, oral, or visual text

### **COMMUNICATION:**

- Students will develop an awareness and improve their control of writing and genre conventions from various disciplines
  - Instrument: Written, oral, or visual text
- Students will develop flexible writing processes and composing strategies for creating effective written, oral, and visual texts
  - Instrument: Self-analysis/reflection of composing strategies and processes

### **TEAMWORK:**

- Students will develop abilities to collaborate effectively with their peers on written, oral, or visual texts
  - Instrument: Written, oral, or visual text OR evaluation of collaborative effort OR peer review

### **PERSONAL RESPONSIBILITY**

- Students will develop habits of monitoring, evaluating, and refining their work to meet the expectations of the course
  - Instrument: Self-analysis/reflection OR work journals

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated through e-mail and announcements in the course shell.

TOPICS	TIMELINE
<p><b>General Introduction and Overview of the Class</b></p> <p><b>Complete the “About Me” discussion Board</b></p> <p><b>Unity, Coherence, and Audience...</b></p> <p><b>Team Formation, Introductions, and Team Children’s Book Assignment</b></p>	<p><b>Week of 08/24/15</b></p>
<p><b>Review the PowerPoint presentations on Commas, Semi-colons, and Colons</b></p> <p><b>Review the PowerPoint presentations on Paragraphs, Clauses, Fragments, and Run-ons</b></p>	<p><b>Week of 08/31/15</b></p>
<p><b>Module: Writing Narration, Description, and Definition</b></p> <p><b>Read "Little Red Riding Hood Revisited"</b></p> <p><b>Threaded Discussion: Please complete by 11:00 PM on Sunday before class meets on Monday. Please review the goals and rules for Threaded Discussions on the Discussion Board page.</b></p>	<p><b>Week of 09/07/15</b></p> <p><b>September 7 is a Holiday</b></p>
<p><b>Module: Writing Narration, Description, and Definition</b></p> <p><b>Read “How It Feels to Be Colored Me”</b></p> <p><b>Threaded Discussion: Please complete by 11:00 PM on Sunday before class meets on Monday. Please review the goals and rules for Threaded Discussions on the Discussion Board page.</b></p> <p><b>First Essay: in class Lab Monday and Submit/ Revise in class Wednesday</b></p> <p><b>Peer Review per rubric</b></p>	<p><b>Week of 09/14/15</b></p>

<p><b>Team Work in Class on Environmental Science Children’s Book</b></p> <p><b>Threaded Discussion: Please complete by 11:00 PM on Sunday before class meets on Monday. Please review the goals and rules for Threaded Discussions on the Discussion Board page.</b></p>	<p><b>Week of 09/21/15</b></p>
<p><b>Module: Writing Narration, Description, and Definition</b></p> <p><b>Read: “How To Write a Personal Letter”</b></p> <p><b>Threaded Discussion: Please complete by 11:00 PM on Sunday before class meets on Monday. Please review the goals and rules for Threaded Discussions on the Discussion Board page.</b></p> <p><b>Team Work on Children’s Book</b></p>	<p><b>Week of 09/28/15</b></p>
<p><b>Second Essay: in class Lab Monday and Submit/ Revise in class Wednesday</b></p> <p><b>Peer Review per rubric</b></p>	<p><b>Week of 10/05/15</b></p>
<p><b>Module: Writing Illustration and Example</b></p> <p><b>Read “Being a Man”</b></p> <p><b>Threaded Discussion: Please complete by 11:00 PM on Sunday before class meets on Monday. Please review the goals and rules for Threaded Discussions on the Discussion Board page.</b></p>	<p><b>Week of 10/12/15</b></p>
<p><b>Module: Writing Illustration and Example</b></p> <p><b>Read “Salvation”</b></p> <p><b>Threaded Discussion: Please complete by 11:00 PM on Sunday before class meets on Monday. Please review the goals and rules for Threaded Discussions on the Discussion Board page.</b></p> <p><b>Team Work on Children’s Book</b></p>	<p><b>Week of 10/19/15</b></p>

<b>Third Essay: in class Lab Monday and Submit/ Revise in class Wednesday</b>  <b>Peer Review per rubric</b>	<b>Week of 10/26/15</b>
<b>Module: Comparison/Contrast and Cause/Effect</b>  <b>Read Grant and Lee: A Study in Contrasts</b>  <b>Threaded Discussion: Please complete by 11:00 PM on Sunday before class meets on Monday. Please review the goals and rules for Threaded Discussions on the Discussion Board page.</b>	<b>Week of 11/02/15</b>
<b>Fourth Essay: in class Lab Monday and Submit/ Revise in class Wednesday</b>  <b>Peer Review per rubric</b>	<b>Week of 11/09/15</b>
<b>Finalize Children's Book Lab with Professor</b>	<b>Week of 11/16/15</b>
<b>Present Children's Book to the Class</b>	<b>Week of 11/23/15</b>
<b>Review Week and Friday is Reading Day</b>	<b>Week of 11/30/15</b>
<b>Final Assessment Per the Exam Schedule</b>	<b>Week of 12/07/15</b>

## Course Evaluation Methods

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

- Four Essays – written assessments designed to measure knowledge of course material and format**
- Discussion Boards– written assignments designed to supplement and reinforce course material**
- Project– team assignment designed to measure ability to apply presented course material**
- Class Contribution – daily attendance and participation in class discussions**

### Grading Matrix:

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Four Essays and Final	100 points each	40 %
Discussion Boards	100 Points each	20%
Team Children's Book	100 Points	20%
Class Contribution	100 Points	20%
<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**

### **Online “Netiquette”:**

*Emails should use proper “netiquette,” i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of netiquette policies may result in a loss of points or removal from the course. Repeated online misconduct may be subject to more serious sanctions, such as warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.*

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

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.*

## **Disability Accommodations for Students**

**Blackboard Learn Accessibility Statement:** University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used.

Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**Instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.**

### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (i.e., 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 required assignments and discussion boards must be submitted by the posted due dates and in the proper APA format to receive credit. All work must be created solely for the purposes of this class and must be the student’s own. Students should keep a copy of all materials handed in during the course. Grades will be updated every week and feedback given through email, Bb comments, turnitin.com and/or rubrics. **NO LATE WORK WILL BE ACCEPTED.** Grades are posted as the grading is completed. Students have access to the grade book at all times.

**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 Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies> for complete provisions of this code.

### **TurnItIn Statement:**

Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (OPTIONAL: Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded).

### **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 <http://www.untDallas.edu/>. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **Classroom Policies**

#### **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 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 student colleague to obtain a copy of the class notes, if they are absent.

[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.005%20Student%20Attendance.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.005%20Student%20Attendance.pdf)

In addition to the above information, **an excessive absence pattern may be an important factor in determining quiz, assignment, and test makeups as well as in averaging borderline letter grades. The policy for this course is as follows. More than three unexcused absences may lead to a failing grade for the course.**

#### **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 Office of Student Life as the instructor deems appropriate.

#### **Technology Requirements:**

Blackboard Learn 9.1 is the platform software for this course.

- Internet Explorer® 10 from Microsoft (26 October 2012 for Windows 8, 26 February 2013 for Windows 7)
- Internet Explorer 9 from Microsoft (14 March 2011). There are some configuration options for Internet Explorer that may make some features of Blackboard Learn difficult to use.
- Safari® 6 from Apple (25 July 2012)
- Safari 5 from Apple (7 June 2010)
- Safari 5 for Windows is an exception. Apple's continued support for this browser is unclear, and Blackboard does not test it.
- Firefox® 21 (stable channel) from Mozilla (14 May 2013)
- Firefox 17 (ESR channel) from Mozilla (14 May 2013)
- Chrome™ 27 (stable channel) from Google (21 May 2013)

**Other Policies:**

- *Use of Blackboard is an essential part of the course.*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom is prohibited unless specifically requested by the professor.*
- *Please do not bring Food & Drink in the Classroom.*
- *Use of Laptops is fine for class work. Surfing the web and e-mailing is rude and un-professional and cannot be tolerated.*
- *Avoid a "Grade of Incomplete" by completing all work. Any assignment not completed will be averaged as a zero <http://www.untdallas.edu/search/node/incomplete>*