# University of North Texas at Dallas
# Fall 2016
# SYLLABUS

| ENGL 1313-004: Computer Assisted College Writing I<br>3 HRS | |
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| **Department of Languages and Communication** | **School of Liberal Arts and Sciences** |

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| **Instructor Name:** | Professor Young |
| **Office Location:** | DAL 2 Adjunct Office, 3rd Floor, Room 303 (Knock on the door) |
| **Office Phone:** | 972-669-1777 |
| **Email Address:** | Lea.Young@untdallas.edu |
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| **Office Hours:** | MON 9:40-10:40 |
| | |
| **Course Format/Structure:** | Face to Face |
| **Classroom Location:** | (Founders Hall) DAL2 240 |
| **Class Meeting Days & Times:** | MW 11:30 a.m.-12:50 p.m. |
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| **Course Catalog Description:** | Writing as a means of critical thinking, with emphasis on the process of perfecting the essay through the writing of several drafts in the English computer classroom. No computer experience required. |
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| **Prerequisites:** | None |
| **Co-requisites:** | None |
| **Required Text:** | None |
| **Recommended Text and References:** | *The Purdue Online Writing Lab (OWL),* found online at https://owl.english.purdue.edu/owl/ , **You do need a Twitter account for this class by Week 3 as part of our in class discussions. Follow me @ProfLeaYoung** |
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| **Access to Learning Resources:** | UNT Dallas Library: (Founders Hall) phone:<br>(972) 780-1616<br>web: http://www.untdallas.edu/library<br>e-mail: Library@untdallas.edu<br>UNT Dallas Bookstore: (Building 1) phone:<br>(972) 780-3652<br>web: http://www.untdallas.edu/bookstore<br>e-mail: untdallas@bkstr.com |
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| **Course Goals or Overview:** The goals of this course are as follows - | |

English 1313 is an introductory level writing course that seeks to empower students in becoming stronger, more flexible writers who have the skills, strategies, and awareness to write adeptly across many fields and genres, including academic writing. Students will learn to critically investigate their own use of language and writing, as well as the language and writing of other groups, communities, and professions. In doing so, students will come to understand how rhetorical and discourse strategies are employed to effectively inform and persuade audiences. This course seeks to bestow writing knowledge and skill that will make students insightful writers, preparing them for the work they will do in their academic career.

| Learning Objectives/Outcomes: At the end of this course, students will be able to: | |
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| Critical Thinking | Understand and utilize rhetorical principles in the analysis, evaluation, and creation of written, oral, and visual texts |
| Communication | Identify and implement writing and genre conventions from various disciplines |
| | Utilize flexible and robust writing processes and composing strategies for creating effective, written, oral, and visual texts |
| Teamwork | Collaborate effectively with their peers in composing and feedback processes |
| Personal Responsibility | Develop habits of monitoring, evaluating, and refining their work to meet the expectations of various writing situations. |

**Important Dates:**

Classes Begin - **Monday, August 22**
No Classes - Labor Day - **Monday, September 5**
Census Day - **Wednesday, September 7**
Midterm Exams - **Monday, October 3 – Friday, October 7**
Last day to withdraw from a course with a grade of W - **Friday, November 4 (Written Consent of Instructor Required)**
Last day a student may withdraw from all classes for the semester - **Friday, November 18**
No Classes - Thanksgiving Holiday - **Thursday, November 24 – Sunday, November 27**
Last Day of Classes (Not including final exams) (Full-Term Session) - **Monday, December 5**
Reading Day (Study day prior to final exams) - **Tuesday, December 6**
Final Exams **- Wednesday, December 7 – Tuesday, December 13**

# Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added; these will be noted in the Readings and Activities/Assignments sections.

| Timeline | Topics | Related SLO | Readings/Activities/Assignments |
|---|---|---|---|
| Week 1 | Course Introduction, Student Resources, Grammar Resources, Course Layout, Project 3 Groupings → Topics: Gender, Ethnicity, Historical, Morals, Basic Skills | 2, 3 | -Begin brainstorming Project 3 ideas -Complete Introduce Yourself Discussion Board by 5 pm Wednesday |

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| | (Numbers, Letters, Colors), Families | | |
| Week 2 | Literacy Narratives | 1, 2, 4 | -Watch Literacy Narrative Video Lecture in BB (at home)<br>-Complete Discussion Board by 5 pm on Wednesday<br>-Introduce & begin work on Project 1<br>-Read Malcolm X's "Literacy Behind Bars"<br>-In Class Discussion of Malcolm X's work |
| Week 3<br>No Classes -<br>Labor Day -<br>**Monday,**<br>**September 5**<br><br>Census Day -<br>**Wednesday,**<br>**September 7** | Literacy Narratives | 1, 2, 4 | -Read Tanya Barrientos' "Se Habla Español"<br>-In Class Discussion of Tanya Barrientos' work<br>-Complete Discussion Board by 5 pm on Wednesday |
| Week 4 | Complete Project 1: Literacy Narrative Essay | 1, 2, 3, 4 | -Peer Editing of Project 1: Literacy Narrative<br>-Meetings with Professor<br>-Turn in Project 1 on Wednesday by end of class |
| Week 5 | Discourse Communities Analysis (Rhetoric → Audience, Author, Text) | 1, 2a | -Watch Visual Analysis Video Lecture in BB (at home)<br>- Read Bizzel's "What is a Discourse Community?" AND Lamot's "Shitty First Drafts"<br>-In Class Discussion of Lamot's and Bizzel's Work<br>-Introduce and begin work on Project 2<br>-Complete Discussion Board by 5 pm on the **Sunday before Week 5 begins**<br>(Optional Revision of Project 1 due at beginning of class Wednesday) |

| Week 6 | Discourse Communities Analysis (Rhetoric → Audience, Author, Text) | 1, 2a | -Read Grant-Davie's "Rhetorical Situations and Their Constituents"<br>-In Class Discussion on Grant-Davie's Work<br>-Complete Discussion Board by 5 pm on Wednesday<br>-Work on Project 2 |
|---|---|---|---|
| Week 7<br>Midterm Exams -<br>**Monday, October 3 – Friday, October 7** | Discourse Communities Analysis (Rhetoric → Audience, Author, Text) | 1, 2a | -Work on Project 2<br>-Introduce & begin work on Project 3 |
| Week 8 | Discourse Communities Analysis (Rhetoric → Audience, Author, Text) | 1, 2a | -Peer Editing of Project 2: Discourse Communities Analysis (Rhetoric → Audience, Author, Text)<br>-Meetings with Professor<br>-Turn in Project 2 on Wednesday by end of class |
| Week 9 | Entering New Discourse Communities & Reflection | 3, 4 | -Watch "Writing Tips: 4 Rules Beginning Children's Book Writers Should Never Break"<br>https://www.youtube.com/watch?v=5l_97MTTMUg<br>-Watch "How to Make a Children's Picture Book Using PowerPoint"<br>https://www.youtube.com/watch?v=CMpUFfdVs6I<br>-Work on Project 3 in class and at home<br>(Optional Revision of Project 2 due at beginning of class Wednesday) |
| Week 10 | Entering New Discourse Communities & Reflection | 3, 4 | -Work on Project 3 in class and at home |
| Week 11 | Entering New Discourse Communities & Reflection | 3, 4 | -Work on Project 3 in class and at home |
| Week 12 | Entering New Discourse Communities & Reflection | 3, 4 | -Peer Editing of Project 3: Entering New Discourse Communities and Reflection<br>-Meetings with Professor<br>-Turn in both elements of Project 3 on Wednesday by end of class |

| Week 13 | Academic Discourse Essay | 2b | -Watch Research Essay Video<br>-Read Bartholomae's "Inventing the University" & McCarthy's "A Stranger in Strange Lands: A College Student Writing across the Curriculum"<br>-In Class Discussion of Bartholomae's and McCarthy's Work<br>-Discussion Board due Wednesday at 5 pm<br>-Librarian Visit to Class<br>(Optional Revision of Project 3: Reflection Essay due at beginning of class Wednesday) |
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| Week 14<br>No Classes - Thanksgiving Holiday -<br>**Thursday, November 24 – Sunday, November 27** | Academic Discourse Essay | 2b | -Work on Project 4 |
| Week 15<br>Last Day of Classes (Not including final exams) –<br>**Monday, December 5**<br><br>Reading Day (Study day prior to final exams) –<br>**Tuesday, December 6** | Academic Discourse Essay | 2b | -Work on Project 4<br>-Meetings with Professor |
| Week 16<br>Final Exams -<br>**Wednesday, December 7 – Tuesday, December 13** | Academic Discourse Essay | 1, 2b, 4 | -Turn in Project 4 before or on the Day of Final Exams |

## Course Evaluation Methods

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

**Writing Projects:** Students will complete four major writing projects to understand and practice the skills and strategies of effective writing in the course. Unless otherwise directed, all essays must be in MLA format, typed, double-spaced, and meet the specified page requirement. Only Times New Roman, 12 point font will be accepted.  \*\*\***All essays/projects must be submitted digitally to www.turnitin.com under the appropriate folder as well as in a paper copy; failure to adhere both of these steps at the specified due date and time will result in a 0.\*\*\***

**Discussion Boards:** Students will compose a number of low stakes writing assignments to reflect upon and understand their work in the class, course concepts, and readings. With these discussion boards, students need to write 175 words minimum for each post turned in.  This means your original post will be 175 words, and your post to your classmate will be 175 words.  (175 words is about 7-9 sentences.)  I will be grading on content, purpose, and length. The BlackBoard shell has extensive guidelines and rules that students should view before beginning their discussion boards.

**Daily Grades:** Students will complete in-class and homework assignments, not limited to but including grammar work, attendance, participation in class discussion, and reading comprehension quizzes.  Daily grades will cover material related to the coursework; **deadlines will be announced and strictly enforced.**

**Peer Reviews:** Students will peer review each other's work to better communicate their writing to audiences

**Grading Matrix:**

| Instrument | Measures SLO | Value (points) | Total |
|---|---|---|---|
| Project 1: Literacy Narrative | 4 | 100 points each | 15% |
| Project 2: Discourse Communities Analysis | 1, 2a | 100 points each | 15% |
| Project 3: Entering New Discourse Communities | 3 | 100 points each (100 points for the project & 100 points for the refection) | 25% |
| Project 4: Academic Discourse Essay | 2b | 100 points each | 25% |
| Daily Grades to include: Peer Reviews, Participation, In-Class Activities, Quizzes | 3, 4 | 100 points each | 15% |
| Discussion Boards | 1, 2 a & b, 3, 4 | 100 points each | 5% |
| Writing Center **Extra Credit** | 2 a & b, 4 | | 5% |
| **TOTAL:** | | | **100%** |

**Grade Determination**
**A = 90% or better**

**B = 80 – 89 %**
**C = 70 – 79 %**
**D = 60 – 69 %**
**F = less than 60%**

# Course and University Policies and Procedures

### Late Work

No late work is accepted in the course. If you feel you are falling behind in the course or struggling to meet deadlines, please come speak to me **before** assignments are due.

### Attendance

Attendance in class is required. In each 15-week semester, students may have up to four (4) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After six (6) unexcused absences, the student may fail the class due to an absence failure.

**In each 8-week semester, students may have up to two (2) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After four (4) unexcused absences, the student may fail the class due to an absence failure.**

Absences may be considered excused only if 1) students have made pre-arranged plans with the instructor for events and circumstances that are appropriate for missing class or 2) the student has documentation (timestamped picture, official note, dated materials) of extenuating circumstances.

### Writing Center Bonus Points

Good writers do not write in a vacuum; rather, they seek feedback and assistance from many people and groups. One of the best resources to use on campus is the Writing Center, where a trained writing consultant can help students review and revise their papers, no matter what stage they're at.

Students who voluntarily visit the Writing Center beyond any instructor or course requirements will receive a bonus equivalent to 1% or their total final grade, and may receive a maximum of 5% of their total grade in bonus through these voluntarily visits.

### Revision Policy

For each major project in the course, students have the option to revise and resubmit the project one more time after the instructor has given feedback and a grade on it. Revisions that substantially improve the project will earn new grades, and those grades will replace the older score.

To qualify, revisions must change the paper in significant and substantial ways; revisions that only correct mechanical errors will not be eligible for new grades.

### Students with Disabilities (ADA Compliance)

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however,

DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

## CourseEval Policy

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations 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 Academic Integrity 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 Academic Integrity (Policy 7.002) at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdfRefer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy*."

## Bad Weather Policy

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to http://www.untdallas.edu/police/resources/notifications

## Diversity/Tolerance Policy

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and 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 Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

## 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.
- If a student is more than 10 minutes late, he or she will be counted as absent.
- 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

**Email Etiquette**

Emails are a constant in the academic and professional worlds.  Therefore, it is important that you practice proper email etiquette at all times.  When emailing the professor, you are expected to:
- Use your UNT Dallas student email account for emails relating to this course.
- Begin with a greeting or salutation.  This is both professional and courteous.
- Use Standard American English and proper grammar, punctuation, and spelling.
- All subject lines for this class should include your name and the course level and section, e.g. John Smith ENGL 1313-(Section #).
- Never type in all uppercase letters.
- Use courteous language and tone; write professionally—all college writing is business formal, not something you send to friends or family.
- Sign your name at the bottom of the email.  Again, this is both professional and courteous.
- Emails concerning course grades will not be responded to unless the student has emailed the instructor from a UNT Dallas student account.