

Instructor: Dr. King
Office: Building 2, Rm 259
Email: Use Blackboard Email Function
Office Hours: Office Hours: TBA

ENGL 1313 90
Spring 2015
M/W 11:30 a.m. - 12:50 p.m.
DAL 2, Rm 243

SYLLABUS

- I. ENGL 1313: College Writing I
- II. SEMESTER HOURS: 3
- III. CATALOG DESCRIPTION: College Writing I is the first course in the two-course sequence of the Freshman Writing Program. The class focuses on writing as a means of ordering and shaping experience, information and ideas. It emphasizes perfecting texts through several drafts.
- IV. COURSE DESCRIPTION: The goal of this course is to prepare students to become knowing and productive participants in academic, cultural, or civic discourse. Students will learn to use multiple and sustained modes of critical inquiry to build arguable perspectives within particular cultural contexts and conversations. These modes will include writing to narrate, report, review, criticize, clarify, convince, persuade, or negotiate. In addition, students will be coached in the rhetorical concepts of persona, ethos & pathos, argument structure, counterargument, and logical fallacy. By the end of the course, students will be able to summarize, evaluate, and synthesize multiple sources in order to develop a critical perspective and advance a thesis of their own.
- V. ENGL 1313 STUDENT LEARNING OBJECTIVES, CORE CURRICULUM STUDENT LEARNING OUTCOMES, AND COURSE GOALS:
 1. The primary intent of this course is to master and demonstrate writing and speaking skills through invention, organization, drafting, revision, editing, and presentation.
 2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
 3. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency, including grammar, in the development of exposition and argument.
 - think critically and creatively, learning to apply different systems of analysis
 - develop problem solving skills that incorporate multiple viewpoints and differing contexts in their analysis
 - engage with a variety of others in thoughtful and well crafted communication
 - broaden and refine their thinking as a part of the give and take of ideas, seeking to better understand other's perspectives as well as their own
 - deepen their understanding of the variety of human experience and gain the capacity to see situations from another's viewpoint
 - gain leadership skills that prepare them for active citizenship

COURSE GOALS AND OBJECTIVES: By the conclusion of the term, students will

- Focus on a purpose and respond to the needs of different audiences and rhetorical situations by adopting appropriate voice, tone, and level of formality
- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand writing as a series of tasks and develop strategies for generating, revising, editing, and proofreading
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works and to balance the advantages of relying on others with the responsibility of doing their part
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Recognize and control such surface features as syntax, grammar, punctuation, and spelling

- Demonstrate the ability to define, critique, evaluate, and synthesize diverse perspectives on particular course themes
- Be able to develop well-organized, analytical, and argumentative paragraphs
- Be able to develop successful research strategies and use both electronic and print resources available from the UNT Dallas Library
- Be able to record and organize information through annotating, journaling, note taking, and outlining
- Be able to generate critical and analytical research questions about the course readings and themes
- Be able to formulate analytical theses/hypotheses about the course reading and subject matter
- Create essays that express the outcome of analytical thought in a manner appropriate to audience and purpose

Because I realize the importance of good writing and that competent writing comes with practice, I require a lot of work both in- and outside of class. I will assign a reading and/or writing assignment every class period which students should spend approximately 1½ hours per night completing. Students will produce and revise at least three (3) drafts for each of the three (3) assigned essays; read, reflect upon, and respond to (orally and in writing) their own written work and the writing of their classmates; keep an online (Blackboard) journal of responses to assigned readings and/or writing prompts; complete and present one (1) group project to the class and complete all other components of this assignment; and actively and enthusiastically participate in all group work and classroom discussion.

VI. COURSE CONTENT: ENGL 1313 is based on a thinking-into-writing model where much of the writing is preliminary to the production of finished work, pre-writing, drafting, and writing to revise represent a good deal of the work of the class. Class work will also include exercises, brainstorming, group work, peer reviewing, group presentations, in-class writing, and essay drafting. By the end of the term, however, students should have completed at least 20 to 25 polished pages of finished work in the form of three (3) expository and research-based essays and one group project.

VII. COURSE MATERIALS:

Texts (required):

Bishop, Wendy. *On Writing: A Process Reader*, 1st ed., McGraw-Hill, 2004.

-and-

Ward, Jesmyn. *Salvaging the Bones*, Bloomsbury USA, 2012.

Additional Materials (required):

- Daily access to a computer with a reliable Internet connection. If you do not own a computer, be sure to familiarize yourself with the campus computer labs and their hours as soon as possible.
- Access to a reliable printer. You will be required to print out your own work, peer workshop essays, and additional course materials available through Blackboard. Lack of printer ink is not a valid excuse for coming to class unprepared.
- A UNTD email account and course website (Blackboard) access are mandatory. You will be responsible for posting your reading responses, journals, and drafts on our course website. You will also need to print hard copies of all assignments and handouts from this site.
- Additionally, please come to every class with the following materials: a pen or pencil, a notebook to use for in-class Fast-Writes, and a two-pocket folder to amass work for essay packets. Also, be sure to budget expenses for photocopying your essay drafts to share with your peers and me.

VIII. COURSE EVALUATIONS: Your final grade will be determined by the following formula:

Essay Packet 1 Personal Experience Narrative (4-6 typed pages)	20%
Essay Packet 2 Textual Analysis of <i>Salvage the Bones</i> (4-6 typed pages)	20%
Essay Packet 3 Researched Civic/Social Engagement Essay (6-8 typed pages)	25%
Group Project on <i>Salvage the Bones</i> (Handout, Presentation, Visual Rhetoric Component)	15%
Participation (In-Class Fast-Writes, Workshop, Discussion)	10%
Ten (10) Reading Responses/Journals (posted on Blackboard - 1% each)	10%

ESSAY PACKETS 1-3 AND THE GROUP PROJECT MUST BE COMPLETED AND TURNED IN AT THE SCHEDULED DUE DATE AND TIME TO RECEIVE A PASSING GRADE FOR THIS COURSE. SHOULD YOU FAIL TO SUBMIT ANY OF THE FOUR (4) MAJOR ASSIGNMENTS ON THE SCHEDULED DUE DATES, YOU WILL NOT PASS THIS COURSE

POINT VALUES:

- A = 90% or better
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = less than 60%

IX. MISSION STATEMENT, METHOD OF INSTRUCTION, AND MY PHILOSOPHY: I teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of making meaning as well as communicating, I respond to the content of students' writing as well as to surface errors. You should expect frequent written and oral responses on the content of your writing from both your peers and me. This class relies heavily on a workshop format. My instruction emphasizes the connection between writing, reading, and critical thinking, and you should give thoughtful, reasoned responses to the readings. Reading and writing are often the subjects of class discussions and workshops, and you are expected to be active participants of the classroom community.

Essentially, the subject of this course is writing—your writing. More specifically, we will focus on the power of language—the discovery of what happens when we use language (properly and improperly) and what occurs when disparate media use language on us. Throughout the semester you will also begin to see the effects of written texts on your decision making processes, and learn how to best adapt and use those practices in your own thinking and writing.

ENG 1313 may not be what you've been expecting, in fact, it may be different than any other course you are taking this semester. I rarely deliver a lecture; I won't dictate hours of notes; you will not take tests or exams. So what do I do? Well, you can think of me as a sort of writing coach—a composition Yoda, if you will. Like your classmates, I will serve as a reader and respondent to your writing as well as a facilitator of ideas and classroom discussion. Of course, I will also serve as your evaluator, but my main concern is to help coax out your best writing. Believe me, I'm on your side, and I'm here to assist you with your writing in every way.

I can't tell you exactly how to become a great writer or even what or how to write; it's not something that you can really learn from any person or book. But I can tell you what I know about writing from my own writing experiences and what I've learned about writing in graduate school and my years teaching college composition. Good writing can come from almost anyone—it is not a natural gift—but it is usually the result of very hard work. Always give your written work your fullest effort; when it comes to writing, hard work and diligence can often yield unexpected rewards. Remember, your success as a writer in this course is entirely up to you.

- X. POLICY ON ABSENCES, TARDINESS, AND LATE WORK: You are expected to be here, on time, for every class meeting. Because this course is rooted in active in-class participation—writing, reading, responding—regular attendance is not only mandatory, it is imperative to your growth as a writer and to your success in ENGL 1313.

If you know in advance that you will arrive late or must leave early, please notify me beforehand. Otherwise, arriving after I close the classroom door and collect the attendance sheet will result in an absence. Should you leave class without notifying me beforehand I will consider you absent.

In this class, four (4) absences are allowed. Students missing five (5) classes or more will be asked to withdraw from the class or receive an “F” or “WF” the course.

Typically, no absences will be excused; however, exceptions will be made on a case-by-case basis for students providing official documentation of legitimate reasons for missing class, which include but are strictly limited to the following:

Your illness

Your hospitalization

Death in the family

Religious holidays

All other reasons (car trouble, work, children’s appointments, etc.) are NOT valid excuses for missing class. You have four (4) opportunities to miss class without penalty. Use them wisely.

Official documentation for legitimate reasons for missing class must be submitted for my consideration within one week of absence(s). Students involved with university-sanctioned events will not be counted absent on days scheduled by those programs as a service of the university providing they 1) obtain from their advisors in these programs a signed statement on UNTD letterhead noting the scheduled events for the semester 2) turn letters in to me by the end of the second week of classes.

Note: students absent due to university-sanctioned events or other legitimate reasons should not expect to miss an additional four (4) classes without academic penalty. Students who miss six (6) classes or more, excused and unexcused combined, will receive an “F” or “WF” for the course.

Keep in mind that you are responsible for your attendance. It is your responsibility to sign the attendance sheet to make sure I know that you are here. Should you fail to sign the attendance sheet, you will be considered absent.

If you are absent from class, you are responsible for getting notes, handouts, and all other assignments. The Course Schedule clearly outlines all assignments, classroom activities, and due dates. In-class handouts are available on our Blackboard website. Being absent is no excuse for late work. I do not accept late assignments.

LATE WORK: Please complete all work on time. In fairness to those students who complete their work on time, I DO NOT accept late papers/assignments. Students attempting to submit late work will receive a zero for the assignment. Allow yourself enough reading and writing time to meet deadlines and to do your best work.

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.

- XI. CLASSROOM AND EMAIL ETIQUETTE: The use of cell phones, pagers, and laptop computers in this classroom is NOT permitted. Please turn off, not merely set to “silent,” these devices before entering the

classroom. Texting in class is strictly prohibited. Should I see a student texting during class time, I will issue one (1) warning. For each subsequent time, I will subtract one-percent (1%) from the student's participation grade.

Email Etiquette: Because I am frequently out of my office, I prefer that students communicate with me via email. Please use the email function in Blackboard to send me email messages. That way I can immediately identify your class and section number.

I check my email frequently throughout the day; however, I typically do not check it after 9:30 p.m. on weekdays. Although I will usually reply to email right away, please allow up to 24 hours for a response.

I also ask that you keep in mind the proper, respectful, and mature ways of addressing professors about issues concerning your classes. Part of becoming a proficient writer and speaker is developing an understanding of audience, rhetorical situation, and appropriate tone and diction. Because written communication cannot express tone of voice and body language in the way spoken can, email messages can sometimes be misinterpreted by the reader. Therefore, be sure to review your email to ensure appropriate language and tone.

All email messages should include a brief description of their content in the subject line (i.e., "A Question about My Thesis Statement"). They should have a salutation (i.e., Dear Dr. ____). Also be sure to include a closing (i.e., "Sincerely,") followed by your name.

While I am happy to assist you with your essays (or other course material) through email, please send me specific and detailed questions. I will not edit or grade drafts of your essays. Instead, send the thesis and/or sections of your essay with which you need assistance accompanied by specific questions.

In order to be fair to your classmates and myself, I ask that you limit requests for assistance to one (1) per 24-hour period.

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.

XII. PLAGIARISM AND ACADEMIC INTEGRITY: Plagiarism is a serious form of academic dishonesty which, in its simplest definition, means taking the ideas or phrases of a published source without giving proper credit (documentation) to that source. In its most blatant form it occurs when students copy all or a part of their papers from another source or sources—whether books, magazines, websites, or other students' papers—or turn in a paper written partially or entirely by another person. Plagiarism is counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. More specifically, it includes:

- Unauthorized collaboration and collusion
- Multiple submission of the same paper to fulfill assignments in different courses
- Submitting a paper that was wholly or partly written by someone else, regardless of the relationship
- Submitting a paper that you did not write, but that was obtained from files of other organizations on or off campus
- Submitting a paper obtained from the Internet or other services that supply college papers

- Submitting as your own work a paper or parts of a paper copied or paraphrased from other sources, with the intent to deceive the instructor

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.

XIII. 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.

XIV. ADDITIONAL COURSE INFORMATION:

1. MANUSCRIPT FORMAT: All written work should be typed and formatted according to MLA guidelines:
 - Your last name and page number should appear on every page in the upper right-hand corner, one-half inch from the top of the page.
 - Your heading should appear in the upper left-hand corner, one inch from the top of the page and should include your first and last name, my name, the course and section number, and the date (in that order).
 - The left, right, and bottom margins should be set a one-inch. Do not justify text/margins.
 - To make text legible for your readers, it should be double-spaced and typed using a standard (Times New Roman, Arial) 10- or 12-point font. Print your work in black ink on white paper. Print on only one side of each page.
 - Please remember to staple your pages together in the upper left-hand corner. No plastic binders, coversheets, title pages, etc.—just the writing. When you turn in an Essay Packet, you will place all materials in a plain, two-pocket folder. Always keep backup copies of your essays (on disk and on paper) for safety's sake.
2. ESSAY PACKETS: Throughout the semester you will compose three (3) polished essays, spending at least three to four weeks on each paper cycle (reading, discussing, journaling, brainstorming, drafting, workshopping, polishing). The specific topics and additional requirements will be discussed in future class meetings.

Because ENGL 1313 is a course which focuses not only on the writing *product* but also emphasizes the entire writing *process*, you will turn in Essay Packets (3 total) that must contain the following:

- Polished Final Draft
- Rough Draft(s)
- All Inventive Work/Generative Exercises—freewriting, clustering, mapping, etc.
- All Peer Memos—questions/written responses to your draft from your classmates.
- Process Narrative—a written response to your peer memos and plans for future drafts/revision and what you did to arrive at the final, polished draft (1-2 typed pages). Guidelines for Process Narratives can be found on our course website.
- Any additional requirements specific to the assignment (annotated sources, etc.)

Evaluation: Essay packets will be graded holistically; I will look at all steps in the writing process when determining your grade. Of course, the greatest factor in determining your grade will be the Polished Final Draft, but that does not mean that I will ignore the other material in your packet,

including your Peer Memos. I am also interested in seeing effort and improvement from first to final draft. Basically, I'm looking for essays that are thoughtful, coherent, organized, and aware of their audience—writing that has a voice, that says someone's home. I will also be mindful of grammar, spelling, and mechanics but to a lesser degree than form and content. We will discuss grading criteria and what makes a successful essay (and Essay Packet) in further detail in class.

3. READING RESPONSES & JOURNALS (BLACKBOARD POSTS):

Objectives: Good writers are good readers and thinkers. The purpose of the Reading Responses and Journals is to allow you to practice and improve upon your critical reading, thinking, and writing abilities—useful skills that will be called upon throughout your academic and professional careers. You will post all Reading Responses and Journals on the Discussion Boards under “Forums” on Blackboard.

Posting Journal/Responses on Blackboard: All Journals/Responses must be posted on Blackboard three (3) hours before we discuss the assignment in class (by 8:30 a.m. for sect. 90 students and 1:00 p.m. for sect. 94 students). Your response should be at least 250-500 words. More specific guidelines and prompts will be posted on Blackboard for each individual assignment. Note: Please save a Word document of your post before submitting. Copy and paste text into your web browser to prevent risk of data loss.

Reading Responses: Critical readers are engaged readers. Use these assignments as opportunities to develop your ability to dialogue with or "talk back" to the reading, asking "how" and "why" questions of the author and text. You may also find that the readings may serve as models for your own work, inspiring and informing your own writing and ideas.

Content: Reading responses will usually deal with the assigned reading from our textbook. In this course we will be approaching reading as writers, discussing it in terms of rhetorical approach, audience awareness, diction, syntax, style, and other "writerly" matters. While you are reading, you should keep the following questions in mind: What are the author's intentions? What is he or she saying? How he or she is saying it? Why did he or she choose to say it that way?

We will also grapple with ideas and issues raised in these texts, reflecting on the subjects, topics, and overall content of the reading. We will consider arguments or claims presented by the authors as well as analyze and weigh their evidence and support for those claims. And while it is certainly okay to disagree/agree with the authors' views, be sure that if you do, you supply ample and specific support for your opposition/affirmation.

I am not looking for summaries and paraphrases of the assigned texts, unless I specifically ask for them. Typically, we will all be reading the materials, so there is no need to repeat their content in your own words.

I am not looking for an evaluation of the assigned reading—"I liked..." or "I didn't like..." commentary/criticism. When we do discuss the merits and/or shortcoming of the texts, we will instead talk about their ultimate success or failure in terms of what we believe the author intended to accomplish.

Journals: Journals are a place where you can think on paper, helping you get into the habit of writing without rules or restraint. They will sometimes serve as material for classroom discussion as well as warm-up/brainstorming exercises for writing some of your essay drafts. I will provide exploratory writing prompts or exercises that will help you generate material for your formal essay assignments.

In- and out-of-class responses to the reading and journals will not only help you to focus on ideas and concepts from the text, they will help encourage lively and interesting classroom discussion. You may also find that reading responses often result in the discovery of great ideas, helping you get a head start on the formal essay assignments, so give these assignments your best effort.

Length Requirement: Reading Response and Journals should always be *at least* 250-500 words.

Evaluation: Reading Responses and Journals will be graded *no credit* or *credit*. At the minimum, they must.

- illustrate that you have read and understood the assigned reading or writing.
- be carefully considered and reflect insight and effort. Writing that simply meets the word/page length requirements is a waste of both my time and yours.
- be clearly and logically organized.
- be adequately supported by specific examples from the assigned reading.
- be grammatically clear and coherent.
- be at least 250-500 words.
- be completed and posted by the assigned deadline.

Those that meet the above criteria and reflect effort and thought will receive *credit*. A student will receive a *no credit* for a reading response or journal entry that displays little/no thought and effort or if he/she fails to complete the assignment or post it on time.

We will regularly share journals in class, in addition to posting them online, so be sure to write things you are confident of talking about with others. I recommend that you to take at least 1½ hours to read and post your response. Keep in mind that journals are primary for *you*. Do your best work; don't sell yourself short.

5. WORKSHOP: Throughout the course of the semester we will be workshopping essay drafts in small groups and occasionally as an entire class. In order to receive credit for this portion of your grade, you must:

- be in class.
- be prepared with a draft of your paper that meets the requirements and have the appropriate number of copies for your group members. Lack of preparation—coming to class without a draft of your paper—will result in a zero for that day's participation grade.
- be working quietly for the entire class period with group members on drafts. No off-topic discussions, completing work for other classes, etc.
- provide each group member with a one-page written Peer Memo. Keep in mind that Peer Memos will appear in your group members' Essay Packets where I will see them, so do a good job. Moreover, give your peers the time and effort you would like them to spend on your own drafts.

I will provide further information and instruction on workshop and responding to the drafts of your peers in upcoming classes.

First Day Writing Self-Assessment:

Take out a sheet of paper and respond to the following prompt. Your response should be at least one (1) **FULL** page. Do a complete job; this document will help introduce me to you and your writing.

Describe yourself as a writer. Include in your description an account of the types of writing experiences you had last semester, your perception of yourself as a writer (your strengths and weaknesses), your goals for yourself as a writer, and/or your goals for this course (what you hope to accomplish this semester—**NOT** what grade you're shooting for).

