

University of North Texas at Dallas
Spring 2011
SYLLABUS

ENGL 1313D-90 Computer Assisted College Writing I 3 hrs	
Department of	Languages and Communication
Division of	
Instructor Name:	Kate Warrington
Office Location:	Building 2, Room 258
Office Phone:	(972) 338-1537
Email Address:	kate.warrington@unt.edu
Office Hours:	Tuesday 3-5 and Thursday 4-5
Writing Center Hours:	Monday 12-3, Tuesday 1-3, and Wednesday 1-2
Classroom Location:	DAL 1 226
Class Meeting Days & Times:	TR 5:30-6:20
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. May be substituted for ENGL 1310.
Prerequisites:	
Co-requisites:	
Required Texts:	<i>Convergences</i> , 3rd Edition by Robert Atwan <i>The Everyday Writer</i> , 4th edition by Andrea Lunsford (e-book with CompClass)
Recommended Text and References:	
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 Goals or Overview:	

	<ul style="list-style-type: none"> • Students will produce 5,000 words of “final draft” writing (about 20 double-spaced pages of text) over the course of the semester • Students will complete quizzes, discussion questions, in-class writing prompts, and other assignments and activities in order to exercise and extend their abilities to write effectively and thoughtfully • Students will spend time planning their writing and will write outlines, drafts, and multiple versions of their texts, developing strong editing and revision habits • Students will participate each week in a variety of modes of instruction including lectures, collaborative activities, class discussions, individual writing, and small group editing sessions • Students will incorporate other perspectives into the texts they are writing by reflecting on their own personal experiences, by interviewing and observing other people and places, and by exploring outside sources (which may include a variety of media and modes) • Students will read a number of outside essays and texts, focusing critical attention on the unique writing strategies that writers use in order to communicate effectively with audiences
General Education Learning Objectives/Outcomes that this course addresses:	
1a	The UNT Dallas graduate will explore English, the arts and humanities, math, the natural sciences, and social and behavioral sciences.
2a	The UNT Dallas graduate will be able to locate, evaluate and organize information including the use of information technologies.
2b	The UNT Dallas graduate will think critically and creatively, learning to apply different systems of analysis.
2c	The UNT Dallas graduate will develop problem solving skills that incorporate multiple viewpoints and differing contexts in their analysis.
3a	The UNT Dallas graduate will engage with a variety of others in thoughtful and well crafted communication.
3b	The UNT Dallas graduate will broaden and refine his/her thinking as a part of the give and take of ideas, seeking to better understand other’s perspectives as well as his/her own.
4a	The UNT Dallas graduate will deepen his/her understanding of the variety of human experience and gain the capacity to see situations from another’s viewpoint.
5f	The UNT Dallas graduate will gain leadership skills that prepare him/her for active citizenship.
ENGL 1313 Learning Objectives/Outcomes:	
1	<p>Analysis and production of discourse according to the rhetorical model</p> <ul style="list-style-type: none"> • Understand and accommodate the needs of different audiences • Analyze and address different rhetorical situations • Identify a purpose for writing
2	<p>A repertoire of styles and strategies for writing</p> <ul style="list-style-type: none"> • Exercise a range of styles (considering Voice, Humor, Tone, Formality, and Point of View) • Learn to use common writing strategies as “building blocks” for writing: reader cues (signposts), narration, description, definition, classification, comparing/contrasting, organization
3	<p>Core literacy skills</p> <ul style="list-style-type: none"> • Proficiency with: Surface features (syntax, mechanics, grammar); Paragraph and sentence strategies; Organization and cohesive devices

4	Proficiency using established writing strategies and genres and adapting conventions of genre to academic and professional writing situations <ul style="list-style-type: none"> • Familiarity and experience with the following genres: observation, personal narrative, exploratory writing, informative writing, analytical writing, response essays, field research analysis, analysis of images, synthesis • Ability to make use of conventions of genre in new writing situations
5	Metacognitive (reflective) recognition of writing moves and strategies <ul style="list-style-type: none"> • Reflecting on completed writing and readings • Thinking critically about writing skills employed • Considering larger civic and social dimensions of writing
6	Encourage effective communication with visual and other non-textual (or multi-textual) modes of communication
7	Provide students with frequent opportunities to interact collaboratively with others
8	Extend students' familiarity with proven processes of writing: Invention/prewriting, writing, revision, editing, reflection
9	Challenge students to think critically about relationships among language, knowledge, and power

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.

TOPICS	TIMELINE
Introduction to Computer Assisted College Writing	Week of January 17
Discussion of rhetorical concepts: audience, purpose, and context	Week of January 17-Week of January 24
Writing clear, engaging descriptions	Week of January 24
The Writing Process and the parts of an essay	Week of January 24-Week of February 7
Assignment #1: Memories of Place essay due	February 10
Writing about and analyzing texts	Week of February 14- Week of February 21
Integrating sources and avoiding plagiarism	Week of February 28
Assignment #2: Technology and Your World essay due	March 3
Conducting observational research	Week of Week of March 7-Week of April 11
Assignment #3: Mini-Ethnography due	April 14
Analyzing non-print media	Week of April 18-Week of April 25
Grammar Post Test	April 28
Assignment #4: Media Analysis due	May 5
Portfolio due	May 5

Course Evaluation Methods

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

Peer Review – in-class or online responses to other students' work designed to offer constructive feedback

Reading Journal - response to readings assigned for homework to allow students to react to the readings and share their understanding of the course material

Writing Portfolio – a compilation of written essay assignments students will work on throughout the semester to practice and apply course material

Quizzes and In-Class essays– in-class assessments to gauge understanding of course material

Grading Matrix:

Instrument Value (percentages) Total

Reading Journal - 25%

Peer Review - 20%

Writing Portfolio - 40%

Quizzes/In-Class Essays - 15%

Total - 100%

Grade Determination:

A = 90 - 100%

B = 80 - 89 %

C = 70 - 79 %

D = 60 - 69 %

F = less than 60%

University Policies and Procedures

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.

Assignment Policy:

Drafts of essays should be posted to CompClass before class time on the date the draft is due. I or your peers will make comments on these drafts by responding to your post with the expectation that you will make revisions based upon the received suggestions. Portfolios will be graded at the end of the semester using the essay grading criteria listed below. Peer review and reading journal entries will be graded on a pass/fail basis.

Assignment Format

All assignments must meet the following requirements:

- Be typed or printed on a word processor
- Be double-spaced (unless otherwise specified)
- Use a 12-point font in Times New Roman
- Use one-inch margins on the top, bottom and sides
- Use correct MLA format and documentation

I understand that when posting essays online via CompClass, formatting may be compromised. I will take this into consideration when evaluating all online assignments in this course. However, failure to submit assignments in the appropriate format could result in a 5-10 point reduction in the grade for that assignment.

Essay Grading Criteria

The following is a good idea of what I look for in a paper and how I grade what I find. Needless to say, these are not absolute criteria; specific rubrics may be handed out and used for evaluating each individual writing assignment, but generally speaking, papers I read that receive these grades exhibit some or all of the following features:

F – The paper is not handed in; plagiarized in part or in whole; unacceptably shorter than the assigned length.

D – No controlling purpose; major mechanical problems; poor organization; does not follow the assigned topic; paper is much shorter than the assigned length; no revision is evident

C – The paper may make some good points and may demonstrate understanding of the assignment, but the text is not rich, detailed, and well-supported as it should be in a college paper; stylistic problems come between the reader and the purpose of the text; many minor mechanical errors, some major mechanical errors; assignment is not followed completely; examples and narrative may be added for its own sake (Filler!); sentence structures tangled or unvaried; organization rambles or disappears; words misused or misspelled; proofreading weak; little revision is evident

B – A solid, commendable paper that fulfills the assignment. The writer has an interesting point to make and makes it in an organized and competent way. Clear, sufficiently complex purpose supported by intelligent and astute observations. The paper is connected with appropriate signals of identity or transition which highlight the structure of the paper; standard correct punctuation; some variation in sentence length and structure; perhaps an awkward style at moments; a few minor mechanical errors; moderate revisions are evident.

A – The paper is more than accurate and error free; it is strikingly well written and well-supported. In the best A papers, a human voice seems to speak: it has something to say, says it clearly and gracefully and supports it fully. A purpose rich enough to lend itself to interesting development and support; detailed understanding of the assignment; sound organization; clear, unambiguous sentences, sentence lengths vary, few or no grammar and mechanical errors; large-scale revision is evident.

Late Assignments

I do not accept late assignments. You will receive a 0 for all assignments not submitted on time. Opportunities to make-up missed assignments will be considered on a case-by-case basis.

Reading Journals

You will be asked to keep an online reading journal using CompClass. Each journal entry should be 250 words or more. These journal entries offer opportunities for you to reflect on the readings for this course. Some suggestions for content are to draw connections to personal experiences, prior readings, other knowledge you have concerning the issues addressed in the readings, and/or questions or insights that the readings have evoked for you. Don't simply say "This bored me" or "This was awful" or "I loved it." Feel free to write about difficulties you're having even responding to these prompts, to the essay itself.

Other elements you should address in your journals include:

Purpose: (What are the author's reasons for writing this essay? What does the author want you to know?)

Ethos, Tone: (Characterize the author. What tones do you hear? What does the author do to make herself/ himself credible?)

Audience: (What audience was this written for? What words or references help you see that? How does the author convince her audience? How might the author fail with other audiences?)

"Hey, Why Can't I Do That?": (Note here the things you're surprised to see in an essay. Or note the things that the author achieved that you've always wanted to do.)

What I liked and why (content):

What I didn't like and why (content):

What I liked and why (style):

What I didn't like and why (style)

Your Reading Journal will be graded pass/fail.

Portfolio

On the last day of classes, your portfolio will be due, which consists of essays 1, 2, 3, and 4. All drafts and revisions must be turned in for me to see the progress of your writing, so make sure to post all drafts to CompClass throughout the semester.

Cell Phones:

Cell phone use is not permitted during class time. This includes talking on the phone, texting, emailing, checking for messages, or playing games. You should turn your ringer **off** during class time (not on vibrate) because ringing/vibrating cell phones may disrupt class activities. If you must have your cell phone on during class time, please inform the instructor. Otherwise, if your cell phone rings in class or if you use your phone during class time, you will be dismissed from class and will earn 1 absence.

Exam Policy:

There is not a final exam in this course, but your writing portfolio is due on the last day of class. No extensions to this deadline 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 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.

Attendance, Tardiness, and Participation Policy:

I keep strict attendance and will adhere to the rule that more than 2 weeks of absences are grounds for failure. Since this is a TR class, you are allowed 4 absences. The 5th absence is grounds for failure. 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. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. 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 each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

The only excused absences recognized by the University of North Texas Dallas are those wherein a student is representing the university in an official capacity. These absences will not be excused without appropriate documentation. Athletes and other students who will be missing class for an official university activity must advise me in writing at least 48 hours in advance of the absence.

If you are more than 10 minutes late to class, you will be counted absent for the day.

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.

Optional Policies:

You will use CompClass every week for homework assignments. You can log on to CompClass after purchasing your CompClass access card at the bookstore. To log on to CompClass go to www.yourcompclass.com. If

CompClass is down, you may send me your assignment via email with no penalty.

For this class, you are required to communicate using your UNTD email account. You should check this email account at least 2 times per week. I will send all communication about this class to your UNTD account.

A copy of our textbook, *Convergences*, is on reserve in the library if you should need it.