

University of North Texas at Dallas
SPRING 2012
SYLLABUS

ENGL 1313D-90 Computer Assisted College Writing I			
3 hrs			
Department of	Languages and Communication	Division of	Liberal Arts & Life Sciences
Instructor Name:	Kate Warrington		
Office Location:	Building 2, Room 258		
Office Phone:	(972) 338-1537		
Email Address:	kate.warrington@unt.edu		
Office Hours:	MW 12-4 and Th 5:30-6:30		
Writing Center Hours:			
Classroom Location:	DAL 1 226		
Class Meeting Days & Times:	MW 5:30-6:50		
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:	CompClass with <i>The Everyday Writer</i> <i>Writing Spaces</i> vols. 1 and 2 (free online text)		
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@fhcg.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 16
Discussion of rhetorical concepts: audience, purpose, and context	Week of January 16-Week of January 23
Writing clear, engaging descriptions	Week of January 30
The writing process and the parts of an essay	Week of January 30 – Week of February 13
Assignment #1 (memories of place essay) due	February 13
Locating, analyzing and selecting credible sources	Week of February 13- Week of February 20
Integrating sources and avoiding plagiarism	Week of February 27
Assignment #2 (annotated bibliography) due	March 5
Discussion of language variety and standard English	Week of March 5- Week of March 12
Conducting observational research	Week of Week of March 26-Week of April 16
Discuss the revision and editing process	Week of April 23 – Week of April 30
Assignment #3 (mini-ethnography) due	April 30
Final Exam	May 7
Assignment #4 (reflective essay) due	May 7

Course Evaluation Methods

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

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 Assignments – a variety of written essay assignments students will work on throughout the semester to practice and apply course material

Participation– in-class assessments to gauge understanding and engagement with course material

Final Exam – an assessment designed to measure students' understanding of the writing process and grammatical rules and their applications.

Grading Matrix:

Instrument Value (percentages) Total

Reading Journal - 20%

Writing Assignments (Assignments 1-4) - 45%

Participation (includes peer review, quizzes, and in-class assignments) - 25%

Final Exam – 10%

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. Generally, 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. Writing assignments will be graded using the rubric posted below. Peer review assignments 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

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. If/when you post assignments as attachments, you must post your file as a Word document (.doc or .docx). Failure to post in the correct format may jeopardize your ability to earn credit on the assignment.

Essay Grading Rubric

_____ (30 points) – **Topic** – The essay should address the assigned topic and appropriate genre conventions. The essay should adhere to the page limit and formatting guidelines as described on the course syllabus and should cite all outside sources using proper MLA documentation style.

- 10 points – addresses assigned topic and genre conventions
- 10 points – all drafts and peer review forms are included in the portfolio
- 5 points – meets required page limit and formatting guidelines
- 5 points – the essay is written in proper MLA format and all sources are cited using MLA documentation.

_____ (25 points) – **Organization/Consistency** – The essay should be organized in a way that the audience can easily follow the author’s main points or storyline. The essay should move forward in a logical way, maintaining a consistent voice. The essay should contain a clear introduction that introduces the topic, a body that helps build and support the author’s discussion of the topic, and a conclusion that appropriately wraps up the essay without leaving the reader hanging or introducing a new topic. Appropriate paragraph breaks and transitions between paragraphs are essential to achieving clear organization.

- 10 points – essay maintains a consistent voice and logical organization from beginning to end
- 5 points – essay introduces the topic/purpose in the introduction
- 5 points – essay includes a conclusion that appropriately wraps-up the essay
- 5 points – essay includes appropriate paragraph breaks and transitions

_____ (15 points) – **Descriptive writing/Support** – The essay should include support for each main point in order for the reader to fully understand the author’s message. This support (depending upon the assignment guidelines) may be in the form of personal examples, extended description/imagery so the reader may visualize the topic, testimonials or interview data from outside sources, or other supporting sources as discussed in class.

_____ (15 points) – **Grammar/Mechanics** – The essay should be written in grammatically correct English, using proper punctuation, unless the author uses incorrect grammar to capture the voice of a character or source included in the essay.

- 10 points – essay is written in grammatically correct English: proper subject/verb agreement, pronoun agreement, consistent and appropriate verb tenses, correct spelling, etc.
- 5 points – essay uses proper punctuation: correct use of apostrophes, commas, semi-colons, colons, etc.

_____ (10 points) – **Sentence structure/Style** – The essay should be written using correct sentence structure (e.g. avoiding run-on sentence and/or sentence fragments), unless the author uses run-on sentences/fragments to capture accurate dialogue. The essay should contain sentences of varying lengths so as to avoid a monotonous tone.

- 5 points – essay includes correct sentence structures, avoids fragments and run-on sentences

- 5 points – essay contains sentences of varying lengths

_____ (5 points) – **Voice** – The essay captures the unique voice, ideas, and perspective of the author and may use strategies like attention grabbers and vivid word choice to maintain the audience’s attention.

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. To earn credit for a reading journal entry, you must write 250 words and answer **all** of the questions posted within the assignment prompt on CompClass. Your Reading Journal will be graded pass/fail.

Participation

Participation includes in-class writing assignments, preparation for and participation in peer-review workshops and performance on reading quizzes. If you miss class with an unexcused absence, you will not be offered the opportunity to make-up missed participation assignments. You are not eligible to earn participation points if you are not present in class (e.g. you cannot take an online quiz from home and earn participation points).

Writing Assignments

There are 4 major writing assignments in this course: 1. Memories of Place essay, 2. Annotated bibliography, 3. Mini-Ethnography, and 4. Reflective essay. Each of these assignments, except for the annotated bibliography, will be evaluated using the essay grading rubric posted above. Students will have the opportunity to revise writing assignments #1 and #2 to improve their grades once these essays have been evaluated. All revisions are due on or before the final exam day, May 7.

Cell Phones:

Cell phone use is not permitted during class time. This includes talking on the phone, texting, emailing, checking 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 lose all participation points awarded for that day.

Exam Policy

Our final exam will be given on May 7 from 5:00-7:00 p.m. No make-up exams will be given.

Attendance

Students are expected to attend class meetings. The only excused absences that will be recognized in this course are 1. Illness that required a doctor’s visit (this type of absence will be counted excused after submitting a signed/dated doctor’s note to the instructor), 2. Death in the immediate family (this includes parents, siblings, and children only), or 3. Observance of a religious holiday. Even if a student’s absence meets one of these criteria, he/she is responsible for working with the instructor to establish a schedule for making up all work missed.

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.

Students can expect that all instances of plagiarism will be reported to Laura Smith in the Student Life Office. For first offences, students will earn a 0 (zero) on the assignment. For a second offense, students will fail ENGL 1313.

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.

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:

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