

University of North Texas at Dallas
Spring 2013
SYLLABUS

ENGL 1313D-90: Computer Assisted College Writing I 3Hrs			
Department of	Languages and Communications	Division of	Liberal Arts and Sciences
Instructor Name: <i>Dr Carolyn Guertin</i>			
Office Location: <i>Bldg 2, Rm 261</i>			
Office Phone: <i>972-338-1526</i>			
Email Address: carolyn.guertin@unt.edu			
Office Hours: Mondays and Wednesdays 12:00-2:00 pm			
Virtual Office Hours: <i>By appointment; Skype handle: carolyn_guertin</i>			
Classroom Location: <i>Bldg #1, Rm 201D</i>			
Class Meeting Days & Times: TR 10:00-11:20			
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:		<ul style="list-style-type: none"> • Bullock, Richard and Francine Weinberg. <i>The Little Seagull Handbook</i>. New York: W.W. Norton, 2011. • Duarte, Nancy. <i>Resonate: Present Visual Stories That Transform Audiences</i>. Wiley. 978-0470632017. (Available as an ebook in the UNT library.) • Faigley, Lester, Diana George, Anna Palchik, and Cynthia Selfe. <i>Picturing Texts</i>. W.W. Norton. 978-0393979121. 	
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:			
Course Goals or Overview: <ul style="list-style-type: none"> • Students will spend the term learning how to apply innovative information strategies in their writing and in the world. • Seeking to use information as a tool of empowerment, students will explore 10 information advocacy tactics to further their writing abilities and awareness of modes of address. These are: <ol style="list-style-type: none"> 1. Mobilizing people; 2. Witnessing and recording; 3. Visualizing messages; 4. Amplifying personal stories; 5. Exploring humor; 6. Managing contacts and/or personal networks; 7. Visualizing and mapping complex data; 8. Using collective intelligence; 9. Researching, listening, interviewing; 10. Investigating and Exposing • Students will explore a range of writing modes, styles and strategies, including digital/visual storytelling, presentations, storyboarding, comic book design and writing, word clouds, and weekly analytic analysis in a reading journal. 			

	<ul style="list-style-type: none"> • Writing will total roughly 5,000 words of 'final draft' writing (about 20 double-spaced pages of text) over the course of the semester. • Digital literacy in software application and theory, the creation and comprehension of images and info graphics, and proficiency in grammar, syntax, language mechanics, paragraphing, sentence structure, and the organization and realization of ideas. • Proficiency in a range of genres, voices, analytic approaches • Self-reflection in writing, critical judgment and a greater awareness of how language and writing operate in the world • Ability to communicate visually and to work with data • Ability to collaborate and work in groups • Fluency in writing process including rough drafts, writing, revision, editing, adaptation • Critical awareness of rhetoric frameworks, power structures, propaganda, language and different kinds of knowledge • 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
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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.	TI
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	Analysis and production of discourse according to the rhetorical model <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 	A
2	A repertoire of styles and strategies for writing <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	Core literacy skills <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 an announcement on Blackboard. You will also receive information on your UNT email from time to time.

TOPICS	TIMELINE
<p>Week 1: In-class Screening: <i>10 Tactics for Turning Information Into Activism</i> From website: informationactivism.org/original_10_tactics_project Discussion of information, activism and the 10 innovative tactics for information dissemination; Circulation of <i>10 Tactics</i> cards. Students pick a method.</p>	Week of Jan 14 th
<p>Week 2: Reading and discussion: What is Academic Writing? (PDF, From, Thaiss, Chris, and Terry Zawacki. <i>Engaged Writers, Dynamic Disciplines: Research on the Academic Writing Life</i>. Portsmouth, NH: Boynton/Cook, Heinemann, 2006.) What is social media? Selections from Faigley, Introduction and Chapter 1: <i>Picturing Texts</i></p> <p>Week 3: Drafting, Writing, Revision, Peer Review of Information Activism Paper #1</p>	Weeks 2: Jan 21 st Week 3: Jan 28 th Information Activism Paper #1 Due Feb 5th, 11:59 pm
<p>Week 4: Information Activism Paper #1 Due (Feb 5th) selections from Faigley, Chapter 2: Looking Closer Research: How to use the library. How to use social media. Read <i>Seagull</i> 93-135.</p> <p>Week 5: Reading and discussion: Duarte, Chapters 1 & 2; <i>Seagull</i> 68-92 Exploration of analysis through Powerpoint as a vehicle for visual argument</p>	Week 4: Feb 11 th - Week 5: Feb 18 th Library
<p>Week 6: Reading and discussion: selections from Faigley, Chapter 3: Making Lives Visible Duarte, Chapters 3 & 4</p> <p>Week 7: Peer Review (bring a completed draft of your paper to class, Mar 5th) Information Activism Paper #2 Due (Mar 7th) Reading and discussion: Duarte, Chapters 3 & 4</p>	Week 6: Feb 25 th Week 7: Mar 4 th Information Activism Paper #2 Due Mar 7th, 11:59 pm
<p>Week 8: Spring Break – No Classes</p> <p>Week 9: Midterm (Mar 13th) Duarte, Chapters 5 & 6</p> <p>Week 10: Powerpoint presentations (Mar 19th-21st) Introduction to Comic Life Selections from Faigley, Chapter 4: Representing Others</p>	Week 8: Mar 11 th Week 9: Mar 18 th Midterm: Mar 13th Powerpoint Presentations: Mar 19th & 21st
<p>Week 11: Reading and discussion: Selections from Faigley, Chapter 5: Constructing Realities; Research: Working with digital sources in the library.</p>	Weeks 10-11: Mar 25 th & Apr 1
<p>Weeks 12-13: Reading and discussion, Peer Review (bring a draft of your comic to class) Workshoping comics – how to make an argument (write an essay) in visual form? Screening: <i>Persopolis</i></p> <p>Week 14: Peer Review, Information Activism Comic Essay</p>	Weeks 12-13: Apr 8 th & 15 th Weeks 14-15: Apr 22 th & Apr 29 th Information Activism Comic Due Apr 25th, 11:59 pm
<p>Week 15: Exam Review Week 16: Exam</p>	Week 16: Exam

Course Evaluation Methods

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

Exams and Quizzes– *written tests designed to measure knowledge of presented course material*
Assignments – *written assignments designed to supplement and reinforce course material*
Projects – *media assignments designed to measure ability to apply presented course material*
Class Participation – *daily attendance and participation in class discussions*

Course Evaluation Methods

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

Quizzes (10%)

Powerpoint design and presentation (10%)

2 Information Activism Research papers (2 x 1000-1250 words each) – each paper must use a different ‘tactic’ from the rubric of 10 tactics we discuss throughout the course (2 x 15% = 30%)

Information Activism Comic – 6 to 8 pp. – exploring social media and activism in comic book form (10%)

Online (blog) responses, In-class Work, 3 Peer Reviews & Participation (10%)

Midterm (10%)

Exam (20%)

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 writing assignments should be posted to Blackboard 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.

Assignment Format

All assignments must meet the following requirements unless otherwise specified by the instructor:

- All assignments must include your **name** in the **file title** and **within** the pages/screens of the document itself.
- Be typed or printed on a word processor or use a native format for the medium (i.e. quicktime (.mov) files for movies, pdfs for comics, etc.)

For essays or written assignments:

- Use a 12-point font in Times New Roman
- Use one-inch margins on the top, bottom and sides

When posting essays online via Blackboard, 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.

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.

Participation

Participation includes in-class writing assignments, preparation for and participation in peer-review workshops and performance on 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 several major writing assignments in this course. Each of these assignments will be graded using a rubric specific to that assignment that will be handed out with the assignment guidelines.

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:

All students must take exams on the scheduled exam days unless the absence is a documented excused absence.

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. Repeated lateness or early departure will be counted as absences. Five absences equals a fail.

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.

TECM 2700 policy: 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 TECM 2700.

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 Blackboard and your UNTD email account. You should check your UNT email account at least 2 times per week. (Do not use Blackboard to email.) I will send all communication about this class to your UNTD account and/or post on Blackboard.