

# University of North Texas at Dallas

## Spring 2013

### SYLLABUS

<b>ENGL 1323D-93: Computer Assisted College Writing II      3Hrs</b>			
<b>Department of</b>	<b>Languages and Communications</b>	<b>Division of</b>	<b>Liberal Arts and Sciences</b>
<b>Instructor Name:</b>	<i>Dr Carolyn Guertin</i>		
<b>Office Location:</b>	<i>Bldg 2, Rm 261</i>		
<b>Office Phone:</b>	<i>972-338-1526</i>		
<b>Email Address:</b>	<a href="mailto:carolyn.guertin@unt.edu">carolyn.guertin@unt.edu</a>		
<b>Office Hours:</b>	<b>Mondays and Wednesdays 12:00-2:00 pm</b>		
<b>Virtual Office Hours:</b>	<i>By appointment; Skype handle: carolyn_guertin</i>		
<b>Classroom Location:</b>	<i>Bldg #1, Rm 201D? or Bldg 2-240? To be finalized.</i>		
<b>Class Meeting Days &amp; Times:</b>	<b>TR 1:00-2:20</b>		
<b>Course Catalog Description:</b>	Continuation of ENGL 1313D. Study of the relationship between writing and research. Emphasis on the process of perfecting the essay through the writing of several drafts in the freshman computer laboratory. Prerequisite(s): ENGL 1313D or equivalent. May be substituted for ENGL 1320.		
<b>Prerequisites:</b>	<b>ENGL 1313D</b>		
<b>Co-requisites:</b>			
<b>Required Texts:</b>	<ul style="list-style-type: none"> <li>• Bullock, Richard and Francine Weinberg. <i>The Little Seagull Handbook</i>. New York and London: W.W. Norton, 2011. 978-0-393-91151-0 (or another equivalent English grammar/style handbook)</li> <li>• McQuade, Donald and Robert Atwan, Ed. <i>The Writer's Presence: A Pool of Readings 7E</i>. Boston: Bedford/St. Martin's, 2012. 978-1-4576-0060-9 (WP)</li> <li>• Shapard, Robert and James Thomas. <i>Sudden Fiction International: 60 Short Stories</i>. W.W. Norton, 1989. 0-393-30613-5 (SF)</li> </ul>		
<b>Recommended Text and References:</b>			
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>		
<b>Course Goals or Overview:</b>			
	<p><b>Course Goals or Overview:</b></p> <ul style="list-style-type: none"> <li>• Students will spend the term studying the relationship between writing and research. Emphasis will fall on the process of perfecting the essay through the writing of several drafts in the freshman computer laboratory.</li> <li>• Students will explore a range of expository and argumentative writing modes, styles and strategies, including digital creation, visual argument, presentations, comic book design and research papers, as well as a weekly analytic analysis in a reading journal.</li> <li>• Writing will total roughly 5,000 words of 'final draft' writing (about 20 double-spaced pages of text) over the course of the semester.</li> <li>• Digital literacy in software application and theory, the creation and comprehension of images and graphics, and proficiency in grammar, syntax, language mechanics, paragraphing, sentence structure, and the organization and realization of ideas.</li> <li>• Proficiency in a range of genres, voices, analytic approaches</li> <li>• Self-reflection in writing, critical judgment and a greater awareness of how language and writing operate in the world</li> <li>• Ability to communicate visually and to work with data</li> <li>• Ability to collaborate and work in groups</li> <li>• Fluency in writing process including rough drafts, writing, revision, editing, adaptation</li> <li>• Critical awareness of rhetoric frameworks, power structures, propaganda, language and different kinds of knowledge</li> </ul>		

	<ul style="list-style-type: none"> <li>• 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</li> <li>• Students will spend time planning their writing and will write outlines, drafts, and multiple versions of their texts, developing strong editing and revision habits</li> <li>• 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</li> <li>• 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)</li> <li>• 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</li> </ul>	
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.	T
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.	
<b>ENGL 1313 Learning Objectives/Outcomes:</b>		
1	Analysis and production of discourse according to the rhetorical model <ul style="list-style-type: none"> <li>• Understand and accommodate the needs of different audiences</li> <li>• Analyze and address different rhetorical situations</li> <li>• Identify a purpose for writing</li> </ul>	A
2	A repertoire of styles and strategies for expository writing <ul style="list-style-type: none"> <li>• Exercise a range of styles (considering Voice, Humor, Tone, Formality, and Point of View)</li> <li>• Learn to use common writing strategies as "building blocks" for writing: reader cues (signposts), narration, description, definition, classification, comparing/contrasting, organization</li> </ul>	
3	Core literacy skills <ul style="list-style-type: none"> <li>• Proficiency with: Surface features (syntax, mechanics, grammar); Paragraph and sentence strategies; Organization and cohesive devices</li> </ul>	
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"> <li>• 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</li> <li>• Ability to make use of conventions of genre in new writing situations</li> </ul>	
5	Metacognitive (reflective) recognition of writing moves and strategies <ul style="list-style-type: none"> <li>• Reflecting on completed writing and readings</li> <li>• Thinking critically about writing skills employed</li> <li>• Considering larger civic and social dimensions of writing</li> </ul>	
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 (Jan 14<sup>th</sup>): What is expository writing? Siv Cedering, "Family Album" (SFI 237-239) Sherman Alexie, "The Joy of Reading and Writing: Superman and Me," (WP 27-31) Michael Bérubé, "Analyze, Don't Summarize" (WP 318-322) Brainstorming, thesis writing, essay structure.</p>	<p>Week of Jan 14<sup>th</sup></p>
<p>Week 2 (Jan 21<sup>st</sup>): Reading and discussion: David Sedaris, "Me Talk Pretty One Day" (WP 212-216) Amy Tan, "Mother Tongue" (WP 232-237) Introduction to library research and online resources. MLA style and how to cite material. (Seagull 93-135)</p>	<p>Week 2: Jan 21<sup>st</sup>  Library</p>
<p>Week 2 Cont. (Jan 23<sup>rd</sup>): Michael Chabon, "Faking It", (WP 343-347) Jamaica Kincaid, "The Estrangement" (WP 129-132) Andrew Sullivan, "The M-Word: Why It Matters To Me" (WP 223-227) Margaret Atwood, "Happy Endings," (SFI 55-59) Bring a photograph of yourself from your childhood and be prepared to write about it.</p>	<p>Week 3: Jan 28<sup>th</sup> Week 4: Feb 11<sup>th</sup>-  Paper #1 on Family History Due Feb 7<sup>th</sup>, 11:59 pm</p>
<p>Week 3 (Jan 28<sup>th</sup>): Riggs, Ransom. <i>Miss Peregrine's Home for Peculiar Children</i>. Intro and Chpt 1. (PDF) Drafting, Writing, Revision, Peer Review of Paper #1 (on Family History)</p>	
<p>Week 4 (Feb 4<sup>th</sup>): Reading and discussion Manuel Munoz, Leave Your Name at the Border (WP 176-180) Maxine Hong Kingston, No Name Woman (WP 458-470) Maya Angelou, "What's Your Name, Girl?" (WP 31-36) Research: How to craft research questions. How to use the library. (Seagull 68-92)</p>	<p>Week 5: Feb 18<sup>th</sup> <b>Week 6:</b> Feb 25<sup>th</sup> <b>Week 7:</b> Mar 4<sup>th</sup></p>
<p><b>Feb 7<sup>th</sup>: Paper #1 on family history due</b></p>	
<p>Week 5 (Feb 11<sup>th</sup>): Reading and discussion: Charles Bowden, "Our Wall" (WP 322-330) Frederick Douglass, "Learning to Read and Write" (WP 86-92) Azar Nafisi, "From Reading Lolita in Tehran" (WP 511-520).</p>	<p><b>Paper #2 on food and identity</b> <b>Due Feb 28<sup>th</sup>, 11:59 pm</b></p>
<p>Week 6 (Feb 18<sup>th</sup>): Reading and discussion: Geeta Kothari, "If you are what you eat, then what am I?" (WP 132-141) Lars Eighner, "On Dumpster Diving" 377-389 Jonathan Safran Foer, "Let Them Eat Dog," (WP 661-664) Screening: <i>Babette's Feast</i></p>	<p>Midterm <b>Week 8:</b> Mar 11<sup>th</sup> <b>Week 9:</b> Mar 18<sup>th</sup></p>
<p>Week 7 (Feb 25<sup>th</sup>): Draft, Revision, Peer Review, <b>Feb 28<sup>th</sup>: Paper #2 on food and identity due</b> Exploration of analysis through Powerpoint as a vehicle for visual argument</p>	<p><b>Powerpoint Presentations:</b> <b>Mar 19-21</b></p>
<p>Week 8 (Mar 4<sup>th</sup>): Reading and discussion Charles Simic, "Life of Images," (WP 575-581) Don DeLillo, "In the Ruins of the Future" (WP 355-365) Mark Dery, "Memo Mori": <a href="http://www.nettime.org/Lists-Archives/nettime-l-0202/msg00033.html">http://www.nettime.org/Lists-Archives/nettime-l-0202/msg00033.html</a></p>	<p><b>Week 10:</b> <b>Mar 25<sup>th</sup></b> <b>Week 11:</b> Apr 5</p>
<p>Week 9 (Mar 11<sup>th</sup>): Spring Break – No Classes</p>	<p><b>Powerpoint Presentation:</b> <b>Mar 19-20<sup>th</sup></b></p>
<p>Week 10 (Mar 18<sup>th</sup>): Powerpoint presentations "The Crows and the Girl: Brother and Sister Nishioka" (PDF) Screening: <i>Persopolis</i></p>	<p><b>Weeks 12-13:</b> Apr 12 &amp; 19</p>
<p>Week 11 (Mar 25<sup>th</sup>): Reading and discussion: Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted", (WP 411-422) Nicholas Carr, "Is Google Making Us Stupid?" (WP 633-642) Michael Agrestra, "What Will Become of the Paper Book?": <a href="http://www.slate.com/articles/arts/design/2012/05/will_paper_books_exist_in_the_future_yes_but_they_ll_ook_different.html">http://www.slate.com/articles/arts/design/2012/05/will_paper_books_exist_in_the_future_yes_but_they_ll_ook_different.html</a></p>	<p><b>Weeks 14-15:</b> Apr 26 &amp; May 3</p>
<p>Research: Brainstorming, Editing and Revising.</p>	<p><b>Comic Due Apr</b></p>



**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 equal 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](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](http://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 or post on Blackboard.