

Course Syllabus

English 1301 Fall 2010

Composition

Instructor: Dr. Danika Brown

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Office: CAS 263

Hours: M,W– 12:00-1:00, 2:30-4:00, Tues.– 12:00-1:00.

And by appointment

Online Office: <http://www.tappedin.org> danikab's office

Course webpage: <http://www.redmonky.net/utpa/1301>

Course meets:

Section 24: Mondays and Wednesdays, 1:10-2:25 CAS 180

Section 52: Tuesdays and Thursdays, 1:10-2:25 CAS 259

Section 57: Tuesdays and Thursdays, 2:35-3:50 CAS 258

Required Text:

All texts will be provided online or in class. There is no required textbook, but there will be many readings.

Through your work in this class, you should begin doing the following things:

1. Develop and build confidence in your abilities to create, interpret, and evaluate texts in all types of media (THECB 1, 2, 3; WPSLO 1-8; English SLO 1-4).
2. Develop knowledge and inspire new ideas through writing (THECB 3, 5; WPSLO 1-4, 6-8; English SLO 1-4).
3. Become a rhetorically effective writer who can respond credibly and accurately to a variety of writing situations (THECB 1, 2, 3, 5; WPSLO 1-8; English SLO 1-4).
4. Learn to write with a purpose (THECB 2; WPSLO 1-3, 5; English SLO 2-4).
5. Develop an awareness of how and why you revise your writing (THECB 1, 2; WPSLO 1-3, 5, 8; English SLO 1-4).
6. Develop an understanding of the importance of getting feedback from others when writing (THECB 1, 4; WPSLO 1, 3, 5; English SLO 2-4).
7. Develop habits for thoughtful and effective questioning (THECB 4, 5; WPSLO 1, 3-4; English SLO 1-4).
8. Develop reading strategies for analyzing texts (your peers' papers as well as the readings you'll be working with) (THECB 4, 5; WPSLO 1, 3-4, 6-7; English SLO 1-4).
9. Learn how to work constructively with each other through group work (THECB 4, 5; WPSLO 3; English SLO 1-4).
10. Learn how to creatively take risks (THECB 1, 2, 3, 4; WPSLO 1-3, 5, 8; English SLO 2-4).
11. Become familiar with appropriate style guidelines for class projects (THECB 1, 6; WPSLO 1, 7; SLO 2-4).

English 1301: Rhetoric and Composition I Undergraduate Catalog Description

English 1301 is designed to help students become more effective and confident writers as well as more active and engaged readers of complex texts. To do this, students will engage in a variety of writing projects which will help them become more reflective writers who are better able to revise their work to meet the needs of a given writing situation. (Credit for this course may be obtained by qualified students through advanced placement or advanced standing examinations.)

Prerequisite: Satisfactory score on English portion of ACT test, THEA examination, or English 1320.

Texas Higher Education Coordinating Board Exemplary Objectives for Communication

1. To understand and demonstrate writing and speaking processes 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 appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

Departmental Goals: Student Learning Outcomes for English (SLOs)

SLO 1—Students will be able to interpret and analyze a text using different approaches from literary, rhetorical, and/or linguistic theories.

SLO 2— Students in certification tracks will demonstrate knowledge and skills in the areas of writing, literature, reading, oral communication, media literacy, and English language arts pedagogy.

SLO 3—Recent graduates who majored in English will demonstrate satisfaction with the programs in the English department.

SLO4—Students will be able to use discipline-appropriate technology applications (such as library databases, computer applications, Internet research, non-print media, multi-media applications, desktop publishing, etc.) in preparation and presentation of course projects.

Student Learning Outcomes for the Writing Program

The following statements describe what we want our students to know, think/value, and do when they finish the First-Year Writing Program and successfully complete 1302 with a "C" or better.

1. The student improves his/her writing by engaging in processes of inventing, drafting, organizing, revising, editing, and presentation (corresponds with THECB Communication Objective #1).
2. The student writes with a purpose and composes texts in genres appropriate to his/her purpose and audience (corresponds with THECB Communication Objectives #2 & 3).
3. The student productively interacts with his/her peers, engaging in small group activities regularly and in which students give one another feedback on their writing (corresponds with THECB Communication Objective #4).
4. The student thinks critically about his/her position in the context of a larger ongoing conversation about the issue he/she is investigating (corresponds with THECB Communication Objective #5).

5. The student is aware of the choices that writers have to make and feels confident in his/her ability to use that awareness to engage in a variety of future writing tasks (corresponds with THECB Communication Objective #5).
6. The student finds, evaluates, and uses appropriate sources for research (corresponds with THECB Communication Objective #6).
7. The student meaningfully integrates and correctly documents information from sources (corresponds with THECB Communication Objective #6).
8. The student is aware of the ways technology affects writing (corresponds with THECB Communication Objectives #1, 3, 5, & 6).

Course Goals for English 1301

English 1301 is designed to help students:

1. See that writing is an opportunity for learning (THECB 1-6; WPSLO 1-8; English SLO 1-3);
2. Develop an understanding of writing as an interactive and recursive process (THECB 1, 4; WPSLO 1, 3; English SLO 1-2);
3. Become reflective writers, aware of the rhetorical choices writers make (THECB 1-3, 5, 6; WPSLO 2, 5-8; English SLO 3);
4. Identify their own purposes for writing (THECB 2; WPSLO 2; English SLO 3);
5. Develop their abilities to write in a variety of genres appropriate for their audience and purpose (THECB 2, 3; WPSLO 2; English SLO 1);
6. Become actively engaged readers, able to use multiple reading strategies for a variety of complex texts, including their own (THECB 5, 6; WPSLO 4, 6; English 1, 3);
7. Learn how to interact productively with their peers throughout the writing process (THECB 4; WPSLO 3; English SLO 1-3);
8. Know how to use various types of feedback (teacher, peer, self-assessment) to revise their texts effectively (THECB 1, 4; WPSLO 1, 3; English SLO 1-2);
9. Gain more confidence in their abilities to engage in future writing tasks successfully (THECB 5; WPSLO 5; English SLO 3);
10. Use technology in their writing in rhetorically effective ways (THECB 1, 3, 5, 6; WPSLO 8; English SLO 4);
11. Learn about and effectively use the conventions of writing that govern a given writing situation (THECB 2, 3, 5; WPSLO 2, 5; English SLO 1-2); and
12. Understand the rhetorical implications of writing style and grammatical conventions for a given writing situation (THECB 1; WPSLO 1, 5; English SLO 1-2).

More Specific Course Overview and Goals

For this course, you will read and analyze written texts (including professional writing as well as student writing), and will analyze and write about a broader set of texts from “everyday” popular culture in order to learn and practice the skills of actively engaging your world and writing academic essays as you do. In this class, you will learn to organize critical ideas and sustain arguments that include summary and analysis. Expect to read and write a great deal in this course, and to identify an area of the everyday to do a fairly in depth analysis.

There will be 5 essay assignments and a final exam. Each essay assignment will have a “cycle” that includes reading, exploring some multi-media content, generating an initial response, creating a multi-media response, responding to your peer’s work through group discussions, drafting, revising, and turning in a final project.

Depending on everyone’s comfort level, we may move some group discussions to an online environment and meet online rather than in class on several occasions.

Assignments

MAJOR PROJECTS: Five major writing projects. All projects will be revised multiple times based on teacher and peer feedback. Each project is worth a total of 50 points with the following breakdown for a cycle in each project:

Reading and pre-writing response: 5pts

Group discussions and journaling: 5pts

Multimedia project: 5pts

Drafts: 5pts

Peer review: 5pts

Final submission: 25pts

FINAL EXAM: You will have a final exam to cover material in the last weeks of class. That material will be designed to prepare you for 1302 where your use of sources and citation formats will become very important. It will also cover some basic research techniques. The exam will be worth 50pts.

Policies and Procedures

As in any course, you will be expected to adhere to some formal policies. These policies are designed to make my expectations clear, and to facilitate a productive, collaborative environment.

Attendance

I expect you to attend class on a regular basis, to be on time, and to be prepared for each class by having done the assigned reading and/or homework. Class discussions will be essential for you to understand the concepts and criteria by which your work will be evaluated. Your grade on each major project is based on the various activities in the “cycles”, so if you miss class, you will also miss points. If you miss three (3) regularly scheduled class meetings, your grade will likely suffer. If you miss five (5) or more meetings, expect to fail the course.

Turning in Work

All work will have assigned due dates. Work must be turned in by 5:00pm on the due date. Please respect these due dates and my time. If you are unable to turn an assignment in on time, you will need to discuss the matter with me. In general, I will not accept formal essays including the research paper after the due date without penalty.

Work may be turned in during class, dropped off at my office, or submitted electronically in my online office. I will provide additional guidance on that.

Plagiarism and Academic Dishonesty

Dishonest academic acts will result in a failing grade for the course. In higher education, such matters are taken very seriously, as indicated in the Student Conduct Code printed in the *UTPA Student Guide*. Academic dishonesty includes:

Plagiarism: using words or another author's ideas without appropriately documenting and citing the source.

Collusion: having another person write all or part of your papers.

If you have questions about citations, paraphrasing, using direct quotations, or other issues in using outside sources, please consult a reference guide, the writing center, tutors, or your instructor.

Accommodating Students with Disabilities

If you have a documented disability that will make it difficult for you to carry out the work as I have outlined and/or you need special accommodations/assistance because of the disability, please contact:

Disability Services <<mailto:disabilityservices@utpa.edu>>

Room 322 University Center

Phone: (956) 316-7005

Fax: (956) 316-7911

Email: disabilityservices@utpa.edu

Verification of disabilities and processing of special services required, such as notetakers, extended time, separate accommodations for testing, will be determined by OSPD. Please do not assume adjustments/accommodations are impossible. Consult with the coordinator for OSPD at extension 7005.

Tentative Schedule/Topics/Cycles

Weeks 1 and 2 (Aug 30-Sept 9)

Writing about Writing.

Initial Readings, week 1.

National Council of the Teachers of English, "Beliefs About the Teaching of Writing."

<http://www.ncte.org/positions/statements/writingbeliefs>

Annie Lamott: "Shitty First Drafts."

Journal entry, initial response, due week 1

Multimedia response due, mon/tues week 2

Drafting/Revising, week 2

Final submission: Sept 13/14

Weeks 2-5 (Sept 13-30th)

Sports and Technologies

Final submission due: October 4/5

Weeks 6-8 (October 4-20)

Crime and Punishment

Final Submission due: October 25/26

Weeks 9-11 (October 25-November 10)

Analysis of a Public Space

Final Submission due: November 15

Weeks 12-14 (November 15-December 1)

Community: writing for/about and with a selected community

Final Submission due: December 6

Final Weeks (December 6-17)

Writing from sources: research methods and conventions for citation

Final Exam due: consult final exam schedule.