

Texas Woman's University
ENG 1013.13: Introduction to Writing
 Fall 2014
T&R/4:30-5:50 PM(ASB 211)

Contact Information

Instructor: **Dr. Cole**
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COURSE DESCRIPTION

Theory and practice of written and oral exposition and research in traditional and electronic environments; rhetorical principles and organization in practice. Prerequisite: ENG 1003, passing score on or exemption from placement exam. Three lecture hours a week. Credit: Three hours. Core composition requirement.

STUDENT LEARNING OUTCOMES

EXEMPLARY EDUCATIONAL OBJECTIVES; FIRST-YEAR COMPOSITION PROGRAM AND COURSE OUTCOMES

ENGLISH 1013 & ENGLISH 1013S		
STATE CORE OBJECTIVES	First-Year Composition (program outcomes: all FYC courses)	English 1013 (& 1013.S) Student Learning Outcomes
<p>Courses in the Communication category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.</p> <p>Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p>COMMUNICATION: Includes effective development, interpretation and expression of ideas through written, oral and visual communication</p>	<p>A student completing First-Year Composition should be able to write an expository essay meeting the following criteria:</p> <p>COMMUNICATION: Accurately paraphrases key points of two articles clearly enough that comprehension can be assessed, with overall comprehension on par with that of the authors' intended readers.</p> <p>CRITICAL THINKING: Clearly and accurately identifies areas of agreement and disagreement in a paired set of articles, directly comparing topically related points according to a logical plan and</p>	<p>By the end of the term, students will ...</p> <ol style="list-style-type: none"> 1. Develop active reading and critical thinking strategies through rhetorical analysis of texts and genres, using those strategies to develop effective positions in composed work. (Communication & Critical Thinking) 2. Effectively use genre, style, and other conventions to shape discourse for purpose, occasion, and audience in papers and an expository exam. (Communication) 3. Develop an effective process of invention, drafting, revising,

<p>CRITICAL THINKING: Includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>TEAMWORK: Includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>PERSONAL RESPONSIBILITY: Includes the ability to connect choices, actions and consequences to ethical decision-making</p>	<p>arriving at a supported conclusion about the wedge issue driving the debate.</p> <p>TEAMWORK: Fairly represents opposing perspectives in a debate, implicitly recognizing the value of considering alternative perspectives by anticipating within the essay the sorts of reactions readers might have to the student's analysis.</p> <p>PERSONAL RESPONSIBILITY: Remains faithful to the spirit of academic integrity ethics and documentation expectations, including accuracy of quotations, clear distinctions between paraphrased and quoted material, and matching of in-text citations to an ordered list.</p>	<p>and editing, to be reflected in the quality of composed work and/or pre-writing materials. (Communication)</p> <p>4. Effectively develop claims in papers and an expository exam by applying modes of expression (i.e., description, exposition, narration) as part of the rhetorical event. (Critical Thinking)</p> <p>5. Develop broader perspectives through peer reviews and class discussion, effectively drawing on those perspectives in expository papers. (Teamwork)</p> <p>6. Write clear, coherent prose in papers and an expository exam, with appropriate attention to conventions of academic writing. (Communication & Personal Responsibility)</p>
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REQUIRED COURSE MATERIALS

The following textbooks are required components of this class and the entire First-Year Composition sequence, including ENG 1003, ENG 1013, and ENG 1023. You must have the *St. Martin's Guide* by the second week of class to keep from falling too far behind. You may purchase your textbook at the TWU Bookstore, at KB Books (across from Lowry Hall), or Voertman's (on Hickory near UNT).

Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing*. 10th ed. ISBN-13: 978-1-4576-5415-2. *Referred to as SMG in the course calendar.*

Axelrod, Rise B., and Charles R. Cooper. *Sticks & Stones and Other Student Essays*. 8th ed. (Note: This small text should come with the above textbook for free if you order using the above ISBN number or buy it through the bookstore.) *Referred to as SAS in the course calendar.*

Texas Woman's University. *First-Year Composition Essay Reader*. (Your instructor will tell you how and where to download this ebook. It will cost \$1.99.)

You will also need access to the following:

- flash drive, Pioneer network storage, or internet cloud service (*i.e. Dropbox.com, Google Docs, Icloud.com*) for keeping copies of drafts
- internet access outside of class (for accessing *Blackboard* and other links I provide for the class)

- Pioneer Portal (for email purposes)
- Blackboard (for supplemental handouts and materials)
- journal or notebook for handwritten assignments

COURSE REQUIREMENTS

Here is how your grade will be calculated:

Diagnostic and Capstone Learning Experiences (5% each, 10% total)

- At the start and end of the term, you will have a chance to practice a very common task in academic writing: an analysis of conflicting sources. Credit for the two Learning Experiences is based on how fully you prepare for each step in the task and participate in class. We will be collecting your completed responses and studying them to learn how effectively the writing program is instilling these skills. Accordingly, what you write for these exercises may help us determine what to emphasize in future classes.

Major Assignments (75%)

- **Writing a Profile.** (25% or 250 points; 900-1,500 words). Conduct field research in the form of interviews and observations of chosen person, place, or activity in the local community. Drawing on your research, write a compelling feature article about your subject. (SMG, Ch. 3)
- **Explaining a Concept.** (25% or 250 points; 900-1,500 words). Choose a concept interesting to you that you think other people might not know about or understand correctly and write a researched essay explaining it to them. (SMG, Ch. 4)
- **Finding Common Ground.** (25% or 250 points points; 900-1,500 words). Choose a debate from a list provided by your instructor, analyze the debate, and write a topically organized essay identifying the areas of agreement and disagreement, homing in on the most critical area of disagreement in the essay. (SMG, Ch. 5)

Minor Assignments (15%)

- Student journals
- Attendance and Participation
- Conferences

The point breakdown is as follows:

Diagnostic	50
Attendance/Participation	50
Conferences	60
Journal	40
Writing a Profile Assignment	250
Explaining a Concept Assignment	250
Finding Common Ground Assignment	250
Capstone	50
Total Points Possible	1000

PROGRAM AND COURSE POLICIES

Syllabus Changes

This document is subject to change. The instructor may modify portions of this syllabus (particularly the calendar of assignments) to adjust to issues in the classroom, learning needs of students, availability of resources, changes in university or department policy, or other pedagogical reasons. When changes occur they will be announced on the class Blackboard site and an amended version of the syllabus will be made available on Blackboard for upload. Handouts and assignment prompts distributed to students during the term, physically or virtually, are considered extensions of this syllabus.

Attendance

Student success in this program depends a great deal on whether a student shows up and participates: Missing a writing class isn't like missing a lecture, where a friend who takes good notes can help you get caught up. Missing a writing class is more like missing team practice or a workout: Someone can tell you that everyone ran laps or practiced batting or did drills, but that isn't going to help you get caught up on the workout that you missed. Similarly, being told about a dinner isn't the same as eating. For the most part, what happens in writing classes benefits only the people who fully participate in them: the act of giving an effective peer review sharpens your own ideas of how to write better; the act of analyzing and discussing a text in class teaches you a process you can use on other texts; the pre-writing, researching, and sentence strategy exercises in a writing class help students write better papers.

For this reason, if you miss a class, you need to understand that you will probably not be able to make up the missed experience, and there will probably be consequences in terms of your understanding or performance later, even if the absence is excused. Yes, if you have an excused absence, documented through Office of Student Life, you can make up things like quizzes or make up missed *points* somehow, but you will have still missed an in-class experience in which students and the teacher clarified the next writing assignment, practiced new sentence patterns, practiced tricks for annotating sources, and so forth. (Note: We assume in this class that you have read and understood the *TWU Student Handbook*, which will tell you that the Office of Student Life only approves absences due to illness, hospitalization, official school activities, recognized holidays, or death in the immediate family. It will also tell you that having excused absences doesn't absolve you from having to make up the work you missed and that you may fail a class due to excessive absences even if they are excused.)

Unexcused absences hurt more: If your absence is unexcused, you will not be able to make up anything you missed, including pop quizzes or point-bearing activities. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are there physically. If you miss the equivalent of two weeks of classes (2 class sessions for a class that meets once a week, or 4 class sessions that meets twice a week), you can be failed in this course.

We don't want you to fail, though. We want you to succeed. If you know in advance you have to miss a class, talk to me ahead of time and we can try to minimize the side effects. I can be reached by email at ccole8@twu.edu or by phone at 940-898-2253.

What Is the Official TWU Attendance Policy?

TWU Attendance Policy: Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.

Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, pregnancy or related conditions, official school activity, state-recognized religious holiday, active military service that is of a reasonable brief duration, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.

Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.

Grading

Essay and final grades will follow an A-F grading system. Letter grades can be interpreted as follows: **A**-Excellent; **B**-Good; **C**-Average; **D**-Below Average (but passing); or **F**-Failure. To receive credit on a completed paper, you must have completed and submitted on time (or with excused delays) all of the pre-writing, planning, and draft work associated with that assignment.

A+	970+
A	930-969
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	599-

To convert total number of points to a final letter grade, use this chart:

Late assignments

As a rule, the first-year composition program does *not* accept late assignments. Absence is not an excuse for late work. **If you know you will be absent on the day a paper is due, it is your responsibility to turn that paper in to me on or before the due date.** I may accept a late assignment, but only in extremely extraordinary circumstances and with prior approval. *However, even with approval, your grade on the work may be reduced ten (10) points for each class day the assignment is late.*

Additional University/Program Information

- ***Academic Dishonesty Statement:*** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of the student. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, fabrication, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the *TWU Student Handbook*. The TWU library link, “Avoiding Plagiarism,” Will aid students in completing their assignments with integrity.
- ***Turnitin Statement:*** In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the *Student Handbook*. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.
- ***Disability Support Policy Statement:*** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.
- ***Dropping this Course:*** Students may drop a course without penalty *before* the census day of each regular semester. However, *after the census date*, students enrolling fall 2007 or later (at TWU or any Texas public higher education institution), are allowed only 6 unexcused drops during their undergraduate academic careers. Drops after the census day will count toward the 6-drop limit unless they are supported by timely, appropriate documentation and excused by the university review process. Drop forms are available in the Registrar’s Office and require the signature of the student, instructor, and academic advisor.

ENG 1013.13: Introduction to Writing

What follows is a skeletal outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we'll think and write about writing; it's simply a guide. This calendar is subject to change.

Tentative Schedule

Day	In-Class Activities	Homework for NEXT Class
Tuesday, Aug. 26	Introduction to Course and begin Diagnostic Learning Experience.	<ul style="list-style-type: none"> Complete your Diagnostic annotation chart.
Thursday, Aug. 28	Diagnostic Learning Experience.	<ul style="list-style-type: none"> Diagnostic Self-Review and Plan.
Tuesday, Sept. 2	Diagnostic Learning Experience.	
Thursday, Sept. 4	Diagnostic Learning Experience. Review and Upload Diagnostic.	<ul style="list-style-type: none"> Read SMG Ch. 1, pp. 1-5. Read "Shitty First Drafts" from <i>Bird by Bird</i>, Anne Lamott. Read "Rhetorical Situations", <i>The Norton Field Guide to Writing</i>, pp. 3-11.
Tuesday, Sept. 9	Introduce Writing and in-class Library Introduction.	<ul style="list-style-type: none"> Read SMG Ch. 3 introduction, pp. 58-63.
Thursday, Sept. 11	Introduction to Profiles.	<ul style="list-style-type: none"> Read and analyze Profile essay examples, SMG pp. 74-84. Write a one (1) page response to each sample essay using the "Basic Features" prompts as a guide.
Tuesday, Sept. 16	Review Profile sample essays. Introduction to Profile Writing Assignment.	<ul style="list-style-type: none"> Begin brainstorming a topic for your Profile writing assignment. Read SAS Ch. 3 introduction, pp. 32-34. Read "Our Daily Bread" by Linda Kampel, SAS pp. 35-39. Read "Mad World Records", by Natasha Farhoodi, FYC Reader pp. 11-13. Write a one (1) page response to each sample essay using the "Basic Features" prompts as a guide. Read SMG Ch. 3 "Guide to Writing", pp. 88-101.
Thursday, Sept. 18	Discuss topic selections in class. Profile Workshop Day.	<ul style="list-style-type: none"> Make appointment to observe/interview over weekend. Bring preliminary research on profile subjects (notes, printouts from relevant Web sites) to class on Monday. Read SMG Ch. 3 "A Writer at Work", pp. 110-114.

ENG 1013.13: Introduction to Writing

Tuesday, Sept. 23	Profile Workshop Day.	<ul style="list-style-type: none"> Continue working on your drafts. Have a complete draft ready for class. Read SMG Ch. 3 “Guide to Writing”, pp. 101-109.
Thursday, Sept. 25	Peer Reviews and Revising.	<ul style="list-style-type: none"> Continue working on your drafts.
Tuesday, Sept. 30	Profile Workshop Day.	<ul style="list-style-type: none"> Submit Profile paper to TurnItIn by midnight Wednesday, Oct. 1.
Thursday, Oct. 2	Reflect on experience with Profiles, responding to prompt on pp. 114-15. Grammar Day.	<ul style="list-style-type: none"> Read SMG Ch. 4 introduction, pp. 116-22. Read SAS Ch. 4 introduction, pp. 57-59.
Tuesday, Oct. 7	Introduction to Explaining a Concept .	<ul style="list-style-type: none"> Read and analyze Concept essay examples, SMG pp. 134-145. Write a one (1) page response to each sample essay using the “Basic Features” prompts as a guide.
Thursday, Oct. 9	Review Concept sample essays. Introduction to Profile Writing Assignment.	<ul style="list-style-type: none"> Choose a topic for your Concept paper. Read SMG Ch. 4 “Guide to Writing”, pp. 150-61.
Tuesday, Oct. 14	TOPIC SELECTION DUE IN CLASS. Explaining a Concept Workshop Day.	<ul style="list-style-type: none"> Continue drafting your essay.
Thursday, Oct. 16	Explaining a Concept Workshop Day.	<ul style="list-style-type: none"> Continue revising your essay.
Tuesday, Oct. 21	NO CLASS: Conferences.	<ul style="list-style-type: none"> Bring draft of Explaining a Concept Writing Assignment to your conference.
Thursday, Oct. 23	NO CLASS: Conferences. Don’t miss your conference! If you do, you will get TWO (2) absences!	<ul style="list-style-type: none"> Continue working on your drafts. Have a complete draft ready for class. Read SMG Ch. 6 “Guide to Writing” and “A Writer at Work”, pp. 286-94.
Tuesday, Oct. 27	Peer Reviews and Revising Drafts.	<ul style="list-style-type: none"> Continue working on your essay.
Thursday, Oct. 30	Reflect on experience with Explaining a Concept, responding to prompt on pp. 170-71. Grammar Day.	<ul style="list-style-type: none"> Submit Explaining a Concept paper to TurnItIn by midnight Sunday, Nov. 2. Read SMG Ch. 5 introduction, pp. 172-78

ENG 1013.13: Introduction to Writing

Tuesday, Nov. 4	Introduction to Finding Common Ground.	<ul style="list-style-type: none"> • Read SAS Ch. 5 introduction, pp. 79-82. • Read and analyze Finding Common Ground essay examples, SAS pp. 83-94. Write a one (1) page response to each sample essay using the SAS Critical Reading Guide prompts (pp. 80-82).
Thursday, Nov. 6	Finding Common Ground Workshop.	<ul style="list-style-type: none"> • Do the same Annotations Chart exercise done in class on the second Sports Helmet Essay: “Disposable Heroes” (pp. 229-31) • Make a list of what the two Sports Helmet Use articles have in common. Post on Blackboard by 11.59 PM, Friday, Nov. 7.
Tuesday, Nov. 11	Finding Common Ground Workshop.	<ul style="list-style-type: none"> • Read SMG Ch. 5 “Guide to Writing”, pp. 197-207.
Thursday, Nov. 13	Introduction to Finding Common Ground Writing Assignment.	<ul style="list-style-type: none"> • Find three articles for your topic: one for each opposing side and one for context. Bring to class on Tuesday. • Read the two sample essays in SMG pp. 189-93 and FYC Reader pp. 29-33. • Write a one (1) page response to each sample essay using the SAS Critical Reading Guide prompts (pp. 80-82).
Tuesday, Nov. 18	Grammar Day.	<ul style="list-style-type: none"> • Continue drafting your essay. • Read SMG Ch. 5 “Guide to Writing” and “A Writer at Work”, pp. 207-15.
Thursday, Nov. 20	Finding Common Ground Workshop.	<ul style="list-style-type: none"> • Continue working on your essay. •
Tuesday, Nov. 25	Peer Reviews and Revising.	Submit Finding Common Ground paper to TurnItIn by 11.59 PM on Wednesday, Nov. 26.
Thursday, Nov. 27	<i>Thanksgiving Holiday.</i>	<ul style="list-style-type: none"> • Have a safe holiday! • Complete your Capstone Annotations Chart for Tuesday, Dec. 2.
Tuesday, Dec. 2	Capstone.	
Thursday, Dec. 4	Capstone.	
Thursday, Dec. 11	Last Day of Class: 3.30-5.30 PM Finding Common Ground Panel Presentations.	



SYLLABUS AGREEMENT FORM

Your success in this program depends on your preparation for class and your understanding of TWU academic policies. This syllabus provides you with valuable information regarding course objectives, required materials, grading policies, as well as a course calendar for the semester. **It is important you are well acquainted with the information provided in this syllabus.**

For this reason, I ask you to read through the syllabus very carefully and sign this Syllabus Agreement form.

I acknowledge that I have received and reviewed the course syllabus for

ENG 1013, Section _____, FALL 2014.

My class meets on (days) _____ at (time) _____ in room _____.

By signing this document, I acknowledge that:

1. I have read the syllabus and I understand the classroom policies, the department's and instructor's expectations, and rules (for example, technology and text requirements, grading system, attendance policy, academic honesty policy, assignment responsibilities, late work, etc.) as stated in the syllabus for this course.
2. If I have any questions or concerns, I will contact the instructor for further explanation.
3. I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.
4. I agree to be prepared for and attend class each day and to participate in online discussions on Blackboard.

Student Name _____

Date _____

Student Signature _____