**Note:** Nomination packets from the previous year’s award recipients are posted only to provide nominees with an example of a successful portfolio.

Nomination guidelines may vary slightly from year to year. Please refer to the Presidential Awards website for current guidelines.

http://utsa.edu/facultyawards/awards/pres.html
The University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249

To Whom It May Concern:

Thank you for reviewing my nomination packet for the President's Distinguished Achievement Award for Core Curriculum Teaching (non-tenure-track). Behind this letter you will find the following (in order):

- Completed application form
- Nomination letter from Dr. Gail Pizzola, Writing Core Program Director
- Core Teaching Self-Statement
- Curriculum Vita
- Core Course Portfolio, including
  - Fall 2010 course survey results
  - Statistical summary of teaching effectiveness from pre-Fall 2010 (IDEA)
  - Student comments from pre-Fall 2010 (IDEA)
  - Freshman Composition II (WRC 1023) syllabus
  - Essay assignment and corresponding "roundtable" activity
  - Essay grading rubric based upon the writing program grading standards

Again, thank you for considering my application.

Sincerely,

[Signature]

Lindsay C. Ratcliffe, Lecturer I
UTSA Department of the Writing Program
President's Outstanding Core Curriculum Teaching Award
Application Form

Nominee Information:
Name: Lindsay G. Ratcliffe
Title: Lecturer I
College: Undergraduate Studies
Department: Writing Program
Campus Phone: (210) 458-7723
Campus E-mail: lindsay.ratcliffe@utsa.edu

College Information:
College: Undergraduate Studies
Dean's Office Phone: 458-5191
E-mail: Lawrence.Williams@utsa.edu

This nominee is eligible for consideration of this award
Dean’s Signature: 

Completed nomination packets should be uploaded to Rowdy Space by the Dean's Office no later than close of business Thursday, February 17, 2011.

Eligibility for Award:
Faculty nominated must have taught at least four consecutive semesters at UTSA. The awards are based on performance during the calendar year of the award. For example, to be eligible you must have taught consecutively since January, 2009 and have taught at least one core course in the 2010 calendar year. Priority will be given to candidates who have not previously won the award.

Criteria:
The nominee must demonstrate excellence in core curriculum teaching in the following areas:
• innovation and rigor in the classroom
• a strong commitment to the aims of the core curriculum* through innovative course development and assessment
• positive student response to his/her instruction

Complete nomination packets will consist of:
1. Completed application form
2. Nomination Letter from the nominee's Department Chair
3. Core Teaching Self-Statement (maximum of two pages) addressing innovation and rigor in the classroom, a strong commitment to the aims of the core curriculum* through innovative course development and assessment, and positive student response to his/her instruction.
4. Curriculum Vita
5. Core Course Portfolio that includes:
   • Applicable student evaluations of core course including statistical summaries and student comments
   • A recent syllabus for a core course
   • Sample course materials (e.g.: sample student assignment and assessment)

2010 Howe Award Nomination Form
* Goals of the Core Curriculum (as stated in the Undergraduate Catalog, pg. 4-5)

The Core Curriculum reflects the educational goals of the University. It is designed to enable students to assess the perspectives and accomplishments of the past and to move to the future with an informed and flexible outlook. It promotes intellectual adaptability, ethical awareness, and transfer among diverse modes of thought. An essential aim of the Core Curriculum is to cultivate the verbal, numerical, and visual skills necessary to analyze and synthesize information, construct arguments, and identify and solve problems. Another essential aim is to foster understanding of the intellectual and cultural pluralism of modern society as it is reflected in natural science and mathematics; behavioral, cultural, and social science; and literature and artistic expression. By encouraging interdisciplinary study, the Core Curriculum seeks to develop critical awareness of the continuities and discontinuities of human thought, history, and culture, thus helping prepare students to meet the demands of change.
February 3, 2011

Dear Nominating Committee,

The Writing Program nominates Lindsay Ratcliffe for the President's Distinguished Achievement Award for Core Curriculum Teaching.

Lindsay began teaching for The Writing Program in 2004 as a T.A. II and in Fall 2006 became a Lecturer I. She has consistently earned outstanding IDEA Survey teaching evaluations. For example, her average IDEA score in the “Excellent Teacher” category, tracing her results back to Fall 2007, is 4.8. As one student wrote, she “is professional and helpful and appeared to genuinely care about my progress and opinions.”

While maintaining academic rigor (with grades aligning with those of other Writing Program faculty), her classroom is learner-centered, her discussion and writing assignment topics are relevant and promote social consciousness in her students, and her delivery is animated and enthusiastic, supported with a variety of technology, such as power point, document camera, and news clips. In addition, she creates activities that enable students to practice the writing process, to evaluate sources critically, to construct and analyze arguments, and to present findings orally, concepts and skills expected by the Core’s Domain I: Communication. “Professor Ratcliffe,” explained one student, “continually made us push ourselves and yeam for more knowledge.”

She has also served as a Writing Consultant in the Writing across the Curriculum Program, supporting a kinesiology class and a finance class by presenting on various elements of the writing process and by meeting with students during dedicated office hours to review the papers they wrote for that class. Student surveys indicate that they value Lindsay’s writing assistance. From one group surveyed, 84% of the students indicated that Lindsay’s class presentations helped them with their writing and 82% said the individual conferences with Lindsay helped them with their writing.

Further, beginning in Fall 2009, Lindsay agreed to use her innovative and effective teaching methods in a Writing Program pilot project for which selected Freshman Composition II classes offer a discipline-specific focus. The purpose of such classes is to help students realize that the required core writing courses are not isolated hurdles they must “get over” but an integral part of their education. Connecting a writing class to a discipline helps students realize that writing is a vital skill, one relevant to and valued by their chosen major or area of interest. The discipline-specific classes Lindsay developed focus on environmental issues, her passion, and, coincidentally, the focus of this year’s Learning Communities. In her classes, she addresses key
environmental problems, including overpopulation, food and water scarcity, and climate change, in a clear and accessible format. She encourages her students to form balanced judgments and to consider the positions of competing interests as they develop, present, and defend their positions on these issues both orally and in writing. Her discipline-specific classes have attracted students who, like her, are interested in these issues and who therefore tend to be engaged in class from the beginning of the semester. Many of her students wrote compelling arguments about environmental issues of concern to them in their own communities; in fact, three of her students (Hamza Khan, who wrote about expanding solar power in Texas; Alison Ochoa, who raised awareness about the abuses stemming from vested land rights in San Antonio; and Justin Williams, who advocated for a more aggressive recycling program in New Orleans) won Writing Program Scholarships in 2010. Another of her students, Sara Schirmer, a 2009 Writing Program Scholarship winner, had her essay on genetically modified organisms published in the 2010-2011 Writing Program Student Handbook as a model essay. Lindsay will be presenting a paper on these discipline-specific classes, “Negotiating Our Terrain: Creating Habitable Spaces in Composition,” at the Spring 2011 Conference on College Composition and Communication, the premier national conference for our discipline.

What is particularly notable is that Lindsay doesn’t just “talk the talk” of environmental responsibility; she “walks the walk.” As a certified Texas Master Naturalist, she volunteers weekly in San Antonio’s Natural Areas. In 2010, she worked on several projects, including habitat restoration, trail maintenance, vegetation surveys, and the construction of wildlife enclosures (to protect sensitive plants from herbivory). Her community service not only provides actual experiences for her to share with her students but also serves as a model for her students to follow.

Her commitment to students and their success is further highlighted by her participation in a partnership with the NISD whereby she and a NISD Language Arts teacher have shared syllabi and visited one another’s classes in an effort to understand the requirements and expectations of each stakeholder in an effort to bridge the high school-college gap and better prepare students for the rigorous of college work. The better prepared the students are, the more likely they will be successful and continue to work toward earning their degree. In March 2010, Lindsay and her high school partners presented the results of their collaboration, “Remixing the High School to College Transition for Student Writers: A Pilot Partnership,” at the Conference on College Composition and Communication. Later that semester, she shared her insights gained from the collaboration at the UTSA College and Career Readiness Symposium (sponsored by the UTSA Office of Undergraduate Studies and the UTSA Office of P-20 Initiatives).

Continuing her work in this area, in 2009, Lindsay volunteered for Pathway Partners, a committee of Language Arts instructors from six San Antonio school districts as well as freshman composition instructors from the Alamo Colleges and UTSA, in a further effort to bridge the high school-college gap. Her knowledge of assessment (she has scored Writing Program core assessment essays, delivered a faculty development presentation on assessment, and facilitated a graduate workshop on developing rubrics) further contributes to her value as a UTSA representative to this project.
Lindsay's dedication to her students, to the Writing Program core goals and outcomes, to her profession, and to her internal and external communities makes her the ideal candidate for the Core Curriculum Teaching Award. Her ability to integrate her talent for teaching composition, her passion for the environment, and her commitment to her students has led a number of her students to characterize her as "amazing!" and "awesome!"

Gail Pizzola, PhD
Director
The Writing Program
Core Curriculum Self Statement/Lindsay Ratcliffe

In her address titled "The World Becomes What You Teach," Zoe Weil, founder of the Institute for Humane Education, speaks of the need to create a generation of graduates who are "solutionaries," her word for visionary problem-solvers. Weil argues that it's not mere content knowledge, but ethical awareness and critical thinking which will be of most value in a world increasingly constrained by a growing human population and diminishing natural resources. Students need, she insists, "the knowledge, tools, and motivation to become conscientious choice-makers and engaged change-makers for a restored, healthy, and humane world for all."

Weil's vision of humane education seems remarkably consistent with many UTSA Core Curriculum goals: "to promote intellectual adaptability [and] ethical awareness," "to identify and solve problems," "to prepare students to meet the demands of change," and "to move to the future with an informed and flexible outlook."

As a core curriculum instructor, I keep these goals at the center of my Freshman Composition II (WRC 1023) course. My class sections, which are focused on the environment, expose students to a wide range of issues, from biodiversity loss to climate change. These environmental problems often give rise to controversial questions about public policy (e.g., Should the U.S. open more areas to domestic oil exploration? Should nuclear waste repositories be sited in Texas? Should the city of Brownsville place a ban on single-use plastic bags?). Such questions have an array of possible answers and have real consequences for a range of stakeholders. As students formulate their own written arguments about these issues, I urge them to research the positions of competing interests and to be honest about the costs and consequences of their own positions.

The environmental focus of my class excites the students, many of whom select the course based on the subject and who enter the class with tentative positions about the issues we
Core Curriculum Self Statement/Lindsay Ratcliffe

discuss. My essay assignments require students to adopt a stance on these issues, but these stances must hold up to challenges. Resisting easy answers that dismiss or ignore opposing viewpoints, students must grapple with difficult questions and build common ground with those who see their issue in a different way. One way in which my students confront opposing views is through an activity called the “roundtable.” During the roundtable, students share their working thesis statements with their peers, who offer counterarguments and questions about each claim. This activity is fruitful because it challenges students’ assumptions and forces them to think about their issues from other perspectives. Students emerge from the roundtable activity more confident drafting their arguments because they can anticipate and respond to opposing views.

Although it provides a useful framework for teaching Freshman Composition II, the environmental subject matter of my class is not its most valuable aspect. The real lessons of my class—developing intellectual adaptability and ethical awareness, and preparing students to meet the demands of change—are transferrable regardless of subject focus. I know these lessons are taking root when former students contact me, as one student, Cristel, did last month. Cristel shared her excitement about a Creative Problem Solving course she is taking this semester; she wrote that my class had not only prepared her for this course, but that it had inspired her to change her major—and her career path. Cristel, already interested in environmental issues, is now studying economics because she wants to mediate between businesses and environmental interest groups, seeking solutions that satisfy both sides (i.e., solutions which are both environmentally and fiscally sustainable). I was delighted to hear that she credited my class with inspiring these changes. Cristel is certainly among the “solutionaries” Zoe Weil urges educators to create, and I am grateful that my job as a Core Curriculum instructor allows me to participate in the creation of such visionary problem-solvers.
Lindsay G. Ratcliffe
Department of the Writing Program
UTSA College of Undergraduate Studies
HSS 4.02.60/(210) 458-7723/lindsay.ratcliffe@utsa.edu

Education:
- M.A. in English, University of Texas at San Antonio, 2005
- B.A. in English, Grove City College, Grove City, PA, 1999 (Magna Cum Laude, Highest Honors in English)

Academic Experience (Appointments):
- 8/2006-Present: Lecturer I, UTSA Department of the Writing Program: I continue to teach WRC 1023 full-time. My sections of the course have a discipline-specific focus on environmental issues. I have designed a syllabus which centers on this topic area while upholding the objectives of the Writing Program and the Core Curriculum.
- 1/2006-5/2006: Tutor II, UTSA Tomás Rivera Center for Student Success: Developed syllabus and curriculum for a ten-session summer reading seminar, tutored undergraduate and graduate students in English and writing
- 8/2005-5/2006: Lecturer, UTSA ACE (Access College and Excel) Program Professional Writing Workshops: Provided writing instruction to first-generation college freshmen enrolled in UTSA's ACE Program; evaluated diagnostic grammar tests and writing samples; wrote lessons designed to address participants' writing challenges; co-presented eight four-hour workshops
- 8/2004-12/2005: Teaching Assistant II, UTSA Department of English, Classics, and Philosophy: Lectured two sections of WRC 1013 for three semesters while attending graduate school; designed syllabus and tailored curriculum to meet course objectives; prepared and conducted lectures; arbitrated class discussions and activities; evaluated all student writing

Journal Publication (Refereed Journal):

Presentation (UTSA):
- 5/2010: UTSA College and Career Readiness Symposium (sponsored by the UTSA Office of Undergraduate Studies and the UTSA Office of P-20 Initiatives)

Presentations (Reviewed National Conferences):
- 4/2011 (Accepted): “Negotiating Our Terrain: Creating Habitable Spaces in Composition.” Conference on College Composition and Communication, Atlanta, GA
- 3/2010 (Presented): “Remixing the High School-to-College Transition for Student Writers: A Pilot Partnership.” Conference on College Composition and Communication, Louisville, KY
Service (Department):
8/2010-Present: Elected member of the Writing Program APCC (Academic Policy and Curriculum Committee)
1/2008-Present: Faculty Forum Secretary

Service (University):
4/2009-Present: Pathways English Team Member (This committee consists of English teachers from six San Antonio school districts as well as freshman composition instructors from the Alamo Colleges and UTSA.)
8/2009-3/2010: Teacher-to-Teacher Connection Member (This committee consists of English teachers from Northside ISD as well as composition instructors from Northwest Vista College and UTSA.)

Service (Community):
8/2007-Present: Alamo Area Chapter of the Texas Master Naturalists (As a certified Texas Master Naturalist, I volunteer weekly in San Antonio’s Natural Areas. In 2010, I worked on several projects, including habitat restoration, trail maintenance, vegetation surveys, and construction of wildlife exclosures.)
1/2009-12/2010: Outreach Committee Member, Friends Meeting of San Antonio (Quakers)

Academic and Professional Membership:
2008-Present: National Council of Teachers of English (NCTE) / College Section
Note: Evaluation survey results have been removed from this online portfolio to protect student confidentiality.
The Writing Program  
The University of Texas at San Antonio

WRC 1013, room 3007, 622-045  
Office Hours: MWF 9:30-10:30 a.m. and M 1:30-2:30 p.m.  
Mrs. Lindsay Ratcliffe  
Office: HSS 4-102, 60  
lindsay.ratcliffe@utsa.edu  
Office Phone: (210) 458-7223

Required Texts with ISBNs and UTSA Campus Bookstore Prices:
ISBN: 978-0-07-331468-8 ($36.75 used; $45.75 new)

Lunsford, Andrea A. *The St. Martin’s Handbook for Writers 2009 MLA Update*. Boston: Bedford/St. Martin’s,  
2010. ISBN: 978-0-312-43441-8 ($38.25 used; $77.50 new)


UT3-1 Writing Program Student Handbook, 2009-2010. No ISBN. ($13.50 new). If you still have the  
Handbook from WRC 1013, you do not need to re-purchase it.

Required Materials: 3 large (8.5 x 11") test books (Green Books preferred), a stapler, a good college  
dictionary, a 1 subject spiral notebook, and a folder

Course Description: Freshman Composition II focuses on academic writing with extensive writing  
practice in the use of logical and organizational patterns and introduction to persuasion in written, oral, and  
visual form. The course develops critical and analytical skills through multidisciplinary and multicultural  
readings,using extensive library research and documentation. (UT3-1 Undergraduate Catalog 513). *Please note  
that this section of the course focuses specifically on environmental issues.*

Mission Statement: Knowing how to write well is an essential component to being an educated person.  
Having our students become truly educated is our motivation. Therefore, the purpose of the courses in the  
Writing Program is to provide opportunities for students to develop their writing skills and critical thinking  
ability to communicate effectively not only in the academic community but also in the workplace. We will  
achieve this goal by providing a variety of situations and audiences for our students and maintaining standards  
to meet the demands of our world.

The Writing Program Objectives/Outcomes

Goal 1: Critical thinking: By the end of the first year of composition, students should  
- Use writing and reading as resources of inquiry and communication  
- Recognize, understand, summarize, and evaluate the ideas of others  
- Understand the power of language and knowledge  
- Understand the interactions among critical thinking, critical reading, and writing

Goal 2: Rhetorical knowledge: By the end of the first year of composition, students should  
- Address the needs of different audiences  
- Address the needs of different topics  
- Understand varied rhetorical strategies  
- Use appropriate format, structure, voice, tone, and levels of formality appropriate to the rhetorical  
  situation  
- Understand the relationship between the writer, reader, text, and context

Goal 3: Writing Process: By the end of the first year of composition, students should  
- Use the writing process to generate ideas, organize, draft, revise, and edit  
- Apply editing conventions to produce clear, concise prose that aligns with Standard American  
  English  
- Use sources and format documents in accordance with academic style guides

Goal 4: Research Literacy: By the end of the first year of composition, students should
Goals of the UTSA Core Curriculum
To enable students
• To assess the perspectives and accomplishments of the past
• To move to the future with an informed and flexible outlook

To promote:
• Intellectual adaptability
• Ethical awareness
• Transfer among diverse modes of thought

To cultivate:
• Verbal, numerical, and visual skills that are necessary to analyze and synthesize information
• Construct arguments
• Identify and solve problems

To foster understanding of the intellectual and cultural pluralism of modern society as it is reflected in each of the following:
➢ Natural Science and Mathematics
➢ Behavioral, Cultural, and Social Sciences
➢ Language, Literature, and Artistic Expression

To develop critical awareness of the continuities and discontinuities of human thought, history, and culture to help prepare students to meet the demands of change.

Rhetoric Objectives: Students must demonstrate
• Competency in writing English
• Critical proficiency in oral and graphic communication
• Competency in construction valid arguments and criticizing arguments
• Critical proficiency in using diverse theoretical perspectives to identify and formulate problems and draw conclusions

Core Curriculum Objectives, Domain I
• To demonstrate the writing process
• To demonstrate the ability to evaluate research sources to convey the written message
• To demonstrate the ability to make an effective oral presentation using appropriate visuals/technology

Requirements:
• Four formal (typed/printed) essays (60% combined) For each essay, you will receive prompts with specific requirements. Any assigned prewriting activities (e.g., exploratory writing and peer-reviewed draft) count toward the essay grade and should be submitted with each essay.
• Two In-Class Essays (ICEs) (10% combined) Each in-class essay will be written in a text book. Prior to writing the ICEs, you will be assigned reading or viewing material. You will receive the prompt on the day(s) of the ICE.
• Presentations (5%) At the end of the semester, each student will be required to make a brief presentation on an environmental problem. Presentation details are forthcoming.
• Quizzes (5% combined) On the five days marked “Discussion & Quiz” on the schedule, students will take a brief quiz over the assigned reading material. All quizzes cover only the material assigned on that day. No unannounced quizzes will be given.
• Final Exam (20%) The final exam is an in-class essay based on readings distributed during the last week of class. The exam will be written in a test book.
• Waiver and Profile Forms: Read the university’s policy on academic dishonesty on the next page of this syllabus. Then, fill out pp. 87-88 (front/back) in the Writing Program Student Handbook. Be
Grade Weights:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Essay 1</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 3</td>
<td>15%</td>
</tr>
<tr>
<td>In-Class Essay 2</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 4</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes (total)</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Policies:

- **Attendance:** It is your responsibility to come to class on time, every day, with your assignments completed. You are allowed four unexcused absences, but upon your fifth absence, two points will be deducted from your final average. An additional two points will be deducted from your average for each absence thereafter. (For example, 6 absences = 4 points off average, 7 absences = 6 points off average, etc.) Once you have accumulated 10 absences, you fail the course. Excessive absences include any a) UTSA business with a note from a UTSA sponsor or b) a medical appointment/illness with a note from a physician. All formal excuses must be submitted within one (1) week of your absence. Do not wait until the end of the semester to submit an excuse. Perfect attendance earns two extra points on your final average; one absence costs one point. I take roll at the beginning of every class. If you arrive after I have taken roll, you are late. If you are late, you must approach me after class to be sure you are marked late rather than absent. Four late arrivals equal one absence. You will also be counted absent if you sleep during class, wear headphones in class, or send a text message/check your cell phone or other device during class.

- **Timely submission of assignments:** I do not accept late work unless it is accompanied by an excused absence. Work is late when it is not submitted at the beginning of class on the due date. Once class is over, the due date has passed. I will not accept assignments during office hours or during a later class. If you anticipate missing a class period in which an assignment is due or a planned quiz/in-class essay is to be given, arrange to submit the assignment or take the quiz before your absence. Do not send me any assignment via email or Blackboard unless by special permission.

- **Responsibility for your own work:** I am unimpressed by students who blame their computers or printers for late, missing, or unsatisfactory work. Use common sense: back up every file and don’t wait until the last minute to print your assignments. All out of class work should be typed, printed, and stapled. After any graded assignment is returned, I will be happy to discuss it with you during my office hours, after 24 hours have elapsed from the time I returned the graded assignment. This delay allows you to take a step back and review my comments before discussing an assignment with me. When discussing grades or assignments with me, keep in mind that being respectful is a much better discussion tactic than being demanding. I will not discuss grades via email; you must visit my office to discuss such issues.

- **Classroom Etiquette:** Silence and store away phones, iPods, and other electronic devices in your bags during class, and keep bags on the floor. Do not wear headphones, and do not use your laptop unless I tell you otherwise. I consider any violation of these rules to be rude.

- **Good Communication:** As your instructor, it is my job to help you succeed as a writer. If you have any questions or concerns during the semester, please come by during office hours or schedule a meeting with me. If you email me, please give me 24 hours to respond. I prefer that you email me at linhphu@utsa.edu rather than through Blackboard.
* Proofreading Policy: Proofread carefully, not relying only on spell and grammar check to catch errors. If you submit sloppy work, expect to fail the assignment. In general, if it becomes clear that I will spend more time grading a paper than you spent writing it, the paper earns a "F." 

* UTSA Dishonesty Policy: "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to gain unfair advantage to a student or the attempt to commit such acts." Plagiarism carries severe consequences. In most cases, the student receives an "F" for the assignment and documentation of the incident is forwarded to Student Judicial Affairs. The incident report becomes part of the student's academic record. In the most egregious cases, a student fails the course.

* Blackboard: Check Blackboard at least once a day. I use Blackboard to post syllabi, prompts, tips, handouts, and announcements. If you are absent and do not get a copy of a handout, please do not ask me for a hard copy; log on to Blackboard to print one.

* Keep all graded essays in a folder until the semester has ended, and always bring them to class with you.

**Grade Scale:**
- 90-100 pts. = A
- 80-89 pts. = B
- 70-79 pts. = C
- 60-69 pts. = D
- 0-59 pts. = F

**Great Resources:**
- Visit the Writing Center in JPL 2.01.12 for help with all aspects of your writing, from brainstorming and research to organization and proofreading. Even if you are a confident, talented writer, you have something to gain from a visit to the Writing Center. Keep this motto in mind: "We tutor people—not papers." In other words, you must participate actively in your session. For more information, visit http://www.utsa.edu/rwc.
- Support services are available to students with documented disabilities through Disability Services. Contact them at 458-4157 or visit MS 2.03.18 to find out more about these services.

**Assignment Schedule (“**subject to change**”):**
Note: Class discussions and assignments generate from each day's reading. Keep up with the schedule!

**Key:** WA = Writing Arguments; TS = Taking Stakes; MMM = M. Martin's Handbook

When reading the WA text, you may skip all sections labeled "For Class Discussion" since we typically cover these parts as a class. If a book title appears on a day in the schedule, bring that book to class on that day. The assignment listed beside each date is what you must have already read before coming to class that day.

**Week 1**
Jan M 10 Introduction to course, syllabus and texts; icebreaker activity
W 12 Introduction to grading rubrics, scholarships, and more; bring WP Student Handbook to class
F 14 Introduction to environmental issues; assignment for In Class Essay 1; bring 1 test book to class

**Week 2**
M 17 MLK Day: No Class
W 19 Write In-Class Essay 1
F 21 Write In-Class Essay 1
| Week 3 | M 24 | IF:4 2-19 (Ch 1) and 579-82; Essay 1 prompt & in-class exploratory writing |
| Week 3 | W 26 | IF:4 24-50 (Ch 2) and 145-64 (Ch 8); census date roll call |
| Week 3 | F 28 | IF:4 66-87 (Ch 3-4); submit pp. 87-88 (waiver) from Writing Program Handbook |
| Week 4 | M 31 | Discussion & Quiz 1 on Drilling for Offshore Oil (TA 131-47) |
| Week 4 | W 2 | Review MLA citation sysk (bring iMH and your source[s] to class); citation practice |
| Week 4 | F 4 | Essay 1 Due (include exploratory writing from 1/24) |
| Week 5 | M 7 | IF:4 88-103 (Ch 5); Essay 2 prompt & in-class exploratory writing |
| Week 5 | W 9 | Discussion & Quiz 2 on Nuclear Power (TA 582-84; TA 222-38) |
| Week 5 | F 11 | Essay 2 roundtable (bring downloaded worksheet) |
| Week 6 | M 14 | Discussion of student-written classical arguments |
| Week 6 | W 16 | IF:4 109-22 (Ch 6); iMH 270-80 ("Integrating Sources") |
| Week 6 | F 18 | Essay 2 Peer Review (bring full draft to share) |
| Week 7 | M 21 | Essay 2 Final Draft Due (include all pre-writing activities) |
| Week 7 | W 23 | Discussion & Quiz 3 on Carbon Capture & Sequestration (TA 148-70) |
| Week 7 | F 25 | IF:4 124-44 (Ch 7); iMH 511-38; Essay 3 prompt & in-class exploratory writing |
| Week 8 | M 28 | Student Conferences (HSS 4-02.60) / Bring Roundtable Form |
| Week 8 | W 2 | Student Conferences (HSS 4-02.60) / Bring Roundtable Form |
| Week 8 | F 4 | Student Conferences (HSS 4-02.60) / Bring Roundtable Form |
| Week 9 | M 7 | Discussion of student-written delayed thesis argument |
| Week 9 | W 9 | Essay 3 Peer Review (bring full draft to share) |
| Week 9 | F 11 | Essay 3 Final Draft Due (include all pre-writing activities) |
| Week 10 | Spring Break: No Class |
| Week 11 | M 21 | Discussion & Quiz 4 on Genetic Engineering and Hunger (TA 599 613 & 615- |
| Week 11 | | 21; TA 262-65; 268-71); |
| Week 11 | W 23 | Discussion & Quiz 5 on Organic Farming and Global Food Supply (TA 274-92) |
| Week 11 | F 25 | Assignment for InClass Essay 2 will be given / bring 1 textbook to class |
| Week 12 | M 28 | Write In-Class Essay 2 |
| Week 12 | W 30 | Write In-Class Essay 2 |
| Week 13 | F 1 | Write In-Class Essay 2 |
| Week 13 | M 4 | Essay 4 Prompt & in-class exploratory writing |
| Week 13 | W 6 | iMH 49-53; 168-76; IF:4 165-98 (Ch 9) |
| Week 13 | F 8 | Essay 4 Roundtable |
Week 14
M 11 Lesson: identifying and correcting common grammar errors (bring all graded essays)
W 13 Essay 4 Writing Workshop: bring sources, notes, and your laptop if you have one
F 15 Essay 4 Peer Review (bring full draft to share)

Week 15
M 18 Essay 4 Due (include all prewriting activities)
W 20 Presentations
F 22 Presentations

Week 16
M 25 Presentations/Undergraduate last day to drop via ASAP
W 27 Final Exam readings given/discuss final exam study strategies/bring I test book to class

Final Exams: 8:00 class = Monday, May 2, 7:30-10:00 a.m.; 9:00 class = Tuesday, May 3, 7:30-10:00 a.m.; 11:00 class = Monday, May 2, 1:30-4:00 p.m.; 12:00 class = Tuesday, May 3, 1:30-4:00 p.m.

Final Grades post to ASAP on Tuesday, May 10.
Essay 2: Classical Argument on a Local Environmental Issue

Write a classical argument about a local environmental issue of interest to you (i.e. at the city or state level). You may choose an issue facing San Antonio or Texas, or, if you are not from here, you may write about an issue close to your home.

Your first step will be to discover an issue that interests you. Because you are writing about a local issue, it makes sense to search local sources. For example, you might begin your investigation into environmental issues in San Antonio by searching the San Antonio Express-News environment page (http://www.my-sanantiono.com/news/environment). Look for news stories highlighting disagreements about environmental issues within the local community.

Once you select your issue, research it from all sides and try to understand the arguments made by all stakeholders. Then, take a clear stand on the issue, developing and supporting a claim with reasons and evidence from sources. Be sure to summarize and respond to opposing views before closing your argument (classical argument structure is detailed in Chapter 3 in Writing Arguments).

Requirements:

- Essay Length: 4-5 pages (at least 4 full pages, but no more than 5 pages)
- Formatting: MLA Style (see “MLA Style Review” Power Point on Blackboard)
- Sources: at least 5 / absolutely no Wikipedia or other open-source websites

Key Dates (these are also in your syllabus):

- 2/11: Roundtable: bring your typed roundtable page (downloaded from Blackboard) to class.
- 2/18: Peer review: bring your 4-5 page draft to exchange with a classmate. Partners match at the beginning of class; be on time or miss out.
- 2/21: Final draft (attach this sheet, roundtable page, peer-signed draft, and peer review sheet). Staple everything to the back of your Works Cited page. Do not include copies of sources.

**Please note that failure to participate in peer review costs a letter grade. Failure to participate in the roundtable costs five points.**

Exploratory Writing: Use the space below and/or on the reverse to complete the exploratory writing questions. This exploratory writing counts as part of your grade for Essay 2.

1) List your local communities.

2) List environmental problems or controversies affecting these communities.

3) Share your lists with a classmate. Try to determine where you stand on each issue. Explore issues together and harvest ideas from your classmate.

4) Jot down any productive ideas you gained by conversing with your classmate.
Student: Jose Garcia  
Audience: San Antonio residents

**Working Claim:** Despite the environmental costs of development on San Antonio’s South Side, developer Mark Granados should proceed with his plan to build a major new shopping center near Brooks City Base.

**Reason 1:** because this project will bring 500 much-needed jobs to South Side residents.
**Reason 2:** because Granados is in compliance with San Antonio’s tree ordinance.
**Reason 3:** because residents of the South Side have shown that they support the project.

Class, here you may suggest supporting ideas, counterarguments or advice for the writer (e.g. *Your claim may be too broad; focus on a specific example.*)

<table>
<thead>
<tr>
<th>Supporting Ideas</th>
<th>Counterarguments</th>
<th>Advice</th>
</tr>
</thead>
</table>

* The writer types in the top of the form and brings the form to class. The bottom portion is filled out by classmates during class. Save this sheet and submit it with your essay.
<table>
<thead>
<tr>
<th>UTSA WRC 1023-2011</th>
<th>Excellent A</th>
<th>Good B</th>
<th>Adequate C</th>
<th>Poor D</th>
<th>Failing F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Thesis is specific, original, and insightful. Ideas are fully developed with concrete and vivid detail. Supporting material is strong, varied, and deeply integrated.</td>
<td>Thesis is clear. Ideas are well-developed with good detail. Support is above average.</td>
<td>Thesis is identifiable. Ideas are partially and/or predictably developed. Support is adequate.</td>
<td>Thesis is vague or weakly supported. Ideas are inadequately developed. Support is lacking or from non-academic sources.</td>
<td>Thesis is weak or missing. Ideas are undeveloped. Support is nonexistent. Essay fails to meet basic requirements of assignment.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Paragraphs are unified and coherent. Transitions are clear, strong, and facilitate smooth reading of the essay for content and meaning.</td>
<td>Paragraphs are sensibly arranged into logical steps. Transitions are generally clear and well-executed.</td>
<td>Paragraphs generally hold together. Transitions are functional but poorly stated.</td>
<td>Paragraphs are jumbled or underdeveloped. Transitions are mostly unclear or awkward.</td>
<td>Paragraphs are missing, arbitrary, or very unclear. Transitions are lacking. Essay is not organized according to assigned format.</td>
</tr>
<tr>
<td><strong>Word Choice, Tone, and Style</strong></td>
<td>Sentences are polished, clear, and varied. Word choice is precise and idiomatic. Tone and voice ideally suit the rhetorical situation.</td>
<td>Sentences are correct and varied. Word choice is appropriate. Tone and voice are appropriate to the rhetorical situation.</td>
<td>Sentences are mostly grammatical. Word choice is acceptable. Tone and voice are occasionally inappropriate to the rhetorical situation.</td>
<td>Sentences are choppy, underdeveloped, or awkward. Word choice is frequently vague or inappropriate. Tone and voice are inappropriate to the rhetorical situation.</td>
<td>Sentences are ungrammatical and/or incoherent. Word choice is totally inappropriate. Tone and voice are not discernable or are totally inappropriate to the rhetorical situation.</td>
</tr>
<tr>
<td><strong>Grammar and Mechanics</strong></td>
<td>Grammar and mechanics are in accord with standard English usage. The essay is nearly flawless. Proofreading is meticulous.</td>
<td>Grammar and mechanics are generally correct according to standard English usage. The essay contains few errors. Proofreading is good.</td>
<td>Grammar and mechanics occasionally deviate from standard English usage. The essay contains occasional major errors. Proofreading is adequate.</td>
<td>Grammar and mechanics frequently deviate from standard English usage. The essay contains numerous major errors. Proofreading is poor.</td>
<td>Grammar and mechanics are seriously flawed. The essay contains so many major errors that they distract the reader from the message. Proofreading is not evident.</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Documentation of sources is completely correct according to MLA style. Formatting is exact.</td>
<td>Documentation of sources is acceptable according to MLA style. Formatting is correct.</td>
<td>Documentation of sources contains some obvious deviations from MLA style. Formatting may contain a few errors.</td>
<td>Documentation of sources deviates considerably from MLA style. Formatting is poor.</td>
<td>Documentation of sources is very poor or entirely absent. Formatting is completely unacceptable.</td>
</tr>
</tbody>
</table>

*Instructor may add additional comments and concerns to those presented in the rubric. All criteria are subject to the parameters of individual assignments and instructor’s discretion.*