MASTER SYLLABUS FOR WRC 1013

The master syllabus includes the components you must include in your syllabus. Most of the language may be taken from this document; however, some of the information is addressed directly to the instructor. Therefore, read this syllabus to ensure you will be providing the appropriate information and language to your students.

The Writing Program
The University of Texas at San Antonio

WRC 1013. Section # Freshman Composition I
Professor’s name Semester
Office location Office phone number
Email
Office hours (1 clock hour for each course taught)

CATALOG DESCRIPTION
Freshman Composition I, an informative writing course, focuses on developing and expressing ideas clearly and effectively. Students learn to communicate with professional and academic audiences through written, oral, and visual methods by means of individual and team projects. Students review principles of the writing process, including planning, organization, development, revision, and editing. They are also introduced to rhetorical techniques and quantitative literacy. Students critically read and analyze primary and secondary texts to use in developing writing skills through practice with summary and paraphrase, analysis, and synthesis of multiple sources. The course offers students opportunities to reflect on their work, engage in library research, and practice ethical decision-making through responsible selection, use, and documentation of sources. This course, or an equivalent, is required to fulfill the Core Curriculum requirement in Communication.

TO THE FACULTY: Constructive feedback is crucial in helping students develop/enhance their writing skills; therefore, faculty should return evaluated essays to students before the next one is due. Not returning essays is unacceptable.

Required Texts with ISBNs and UTSA Campus Bookstore Prices (students must purchase all these books)

- Bullock, Richard, Michal Brody, and Francine Weinberg. The Little Roadrunner
 Required Materials:
  - FACULTY: Here, you may list blue/green books, folders, Scantron forms, or other materials you may require.

THE WRITING PROGRAM 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 skills to communicate effectively not only in the academic community and but also in the work place. We will achieve this by providing a variety of situations and audiences for our students and maintaining standards to meet the demands of our world.

THE WRITING PROGRAM GOALS
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 purposes
   - 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
  o Apply editing conventions to produce clear, concise prose that aligns with
    Standard American English
  o Cite 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
  o Understand a writing assignment as a series of tasks, including finding,
evaluating, and analyzing sources
  o Synthesize their own idea with those of their sources

Core Curriculum Objectives: Communication Component
Courses in this 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. 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.
  1) Critical Thinking Skills: to include creative thinking, innovation, inquiry,
and analysis, evaluation, and synthesis of information
  2) Communication Skills: to include effective development, interpretation,
and expression of ideas through written, oral, and visual communication
  3) Teamwork: to include the ability to consider different points of view and
to work effectively with others to support a shared purpose or goal
  4) Personal Responsibility: to include the ability to connect choices,
actions, and consequences to ethical decision-making
  5) Empirical and Quantitative Skills: to include the manipulation and
analysis of numerical data or observable facts resulting in informed
conclusions

Further Important Information
For information about counseling, diversity, disability, academic dishonesty, the
honor code, and the Roadrunner Creed, please refer to the common syllabus
information, which may be found at this link: http://provost.utsa.edu/syllabus.asp

COURSE REQUIREMENTS
Papers/Requirements

i. Students will produce at least 20 pages of edited, evaluated writing.
   Instructors will evaluate student writing based on the Writing Program
   Grading Standards published in the UTSA Writing Program Student
   Handbook.

ii. Students will write a minimum of 4 individual papers (which may
   include the Quantitative Literacy assignment and the portfolio self-
   assessment)
iii. Fewer longer papers do not give students sufficient feedback. In addition, assigning twenty, one-page papers does not meet the spirit of this requirement. Papers should constitute 70% of the course grade. Other items as determined by individual instructor

iv. Each student paper will include the components of synthesis and analysis and demonstrate personal responsibility through ethical citation of sources. All sources must be documented according to the rules of MLA and/or APA style.

v. Based on best practices, students will submit a final portfolio which includes a self-reflective essay.

vi. While the focus of the course is on informative writing, students will be introduced to persuasive rhetorical techniques.

vii. Students will practice the personal responsibility required for ethical use of evidence.

viii. Group papers are not appropriate for the course.

ix. Each student paper will include the components of synthesis and analysis and use documented sources (MLA and/or APA styles).

x. All assignments must be research based, and any personal anecdotes should be supplementary.

xi. This is not a “writing about literature” course; readings assigned and discussed are nonfiction.

**Portfolio:** Students will compile a portfolio that will include work from the semester and

   - A 4-page minimum reflective self-analysis.
   - The Quantitative Literacy assignment(s) must be included in the portfolio.
   - The portfolio will count for 15% of the course grade.
   - Students may revise an essay for inclusion in the portfolio, but the students must use deep revision. Correcting surface errors does not count as deep revision.
   - For guidelines on the portfolio and the self-reflective essay, see *The 2018-19 Writing Program Student Handbook.*

**Quantitative Literacy**

*Quantitative Literacy will be assessed as part of the core requirements for this course.*

   - **Students will complete at least 1 assignment that includes quantitative elements.**
   - **Together these assignments will comprise 10% of the total grade for the course.**
   - **The Quantitative Literacy assignment(s) will be used for department assessment.**
   - **For guidelines on the quantitative literacy assignment(s), see The Writing Program Student Handbook, 2018-2019.**

**Oral Presentation**
In compliance with core curriculum guidelines, students must make one group oral presentation, supplementing the presentation with appropriate selected visual elements (e.g., tables, graphs, charts, and technology). As a team, students will research and orally present their ideas on a topic of interest to a regional, national, or global audience. The instructor will evaluate the presentation using the Writing Program’s oral presentation rubric. Team interaction will be assessed by a group member rubric addressing each member’s contribution to the project. The member will be scored on a 1-10 scale (10 = mastery; 4 or below = needs improvement).

**TO THE FACULTY:**

**ATTENDANCE** (see The Writing Program Faculty Handbook and the UTSA Information Bulletin (available online) for details.)
- Most faculty members give students the equivalent of a week in absences. Some do allow more. However, “excused” and “unexcused” terminology causes problems. These classifications require judgment calls that can be troublesome at best.
- Whatever attendance policy you set must be clearly stated in the syllabus.
- Students must be excused from absences that are related to University business. Students should provide official proof of these absences.
- Whether or not you accept medical excuses is up to the individual faculty member.
- Whatever your attendance policy, be sure it is reasonable, fair, and defensible.

**Instructor-Initiated Drops (IID)**
WRC faculty may participate in the Instructor-initiated drop program. To participate, a faculty member must submit his/her syllabus with the IID language to the Director by the stated deadline. If you do not meet this deadline, the Registrar’s office will not grant you access to the IID system. The language that must be included can be found in the Faculty Handbook.

**MIDTERM GRADES**
About the fifth week of class, professors will assign mid-term grades to all first semester freshmen. Because mid-term grades come before midterm, assignments need to be planned to ensure that fair assessments can be made by the end of the fifth week.

**To the Faculty:**
- Giving the same grade to an entire class is not acceptable.
- Turning in mid-term grades is required.

**DROP/WITHDRAWAL**
Students may drop any course through the drop date with an automatic W. However, after drop date, the only withdrawal allowed is withdrawal from all courses. In addition, professors cannot tell students to drop; however, they can
conference with students to be sure that students are aware of their progress. (Please remind students that they cannot withdraw from all classes on line. They must do this in person. We have a number of students every semester who have to get special treatment to drop that “last class” and get a grade change.) Also remind students of the state’s (SB 1231) 6 course drop policy in their college career. (Courses dropped at any public institution of higher education will count toward the limit. Courses dropped prior to the census date will NOT count toward the limit.)

THE WRITING CENTER
The Writing Center is here to serve students. It has trained student tutors, and occasionally, some Writing Program professors volunteer as tutors. Students should be encouraged to visit The Writing Center to get help with their writing. However, they should not expect that a tutor will “grade” or “edit” their papers. The tutors are available to assist with writing, organization, and development. Of course, students may ask questions about grammar and mechanics, and tutors may take advantage of teaching moments.

Writing Center Locations:
- Tutor Room, JPL 2.01.12D
- Computer Room JPL 2.01.12C
- Downtown FS 4.432

Check the Writing Center website for tutor schedules or to schedule an online tutoring session: http://www.utsa.edu/twc

CLASS POLICIES
- Specify your specific class policies.
- Include a weekly schedule/calendar of readings, assignments, and due dates in your syllabus.

Faculty must post syllabi on Bluebook and Blackboard before classes begin.

GRADING STANDARDS
Essays will be evaluated according to the “Grading Standards” descriptions in the Writing Program Student Handbook. Holistic scores should reflect these grading standards. Instructors who prefer to grade using rubrics may do so as long as the rubrics are consistent with department standards. Sample grading rubrics are available in the main department office.

EVALUATION
a. Essays (formal, evaluated writing, including the portfolio and RSA) = approximately 70%
b. Oral presentation = 10%
c. Other items as determined by individual instructor (e.g., quizzes, short responses) = 20%
WRITING PROGRAM GRADE SCALE:
A+ = 97-100  B+ = 87-89  C+ = 77-79  D+ = 67-69  F = 59-below
A = 93-96    B = 83-86    C = 73-76    D = 63-66
A- = 90-92   B- = 80-82   C- = 70-72   D- = 60-62

SCHOLARSHIPS
The Writing Program offers scholarships for currently enrolled WRC 1013 and WRC 1023 students. Encourage your strong writers to apply. The application form is available in The Writing Program Student Handbook, a book all Freshman Composition students must purchase.

To the Faculty: Include this disclaimer in your syllabus:

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”