MASTER SYLLABUS FOR WRC 1023 rev. July 2018

To the Faculty: This Master Syllabus contains 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 the 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 1023. 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
WRC 1023: Freshman Composition II
Course Description: Building on the skills introduced in Freshman Composition I, Freshman Composition II focuses on persuasive communication and critical thinking. The course provides intensive writing practice in developing argumentative claims, addressing logical fallacies, and understanding bias and assumptions to help students write clear and effective arguments. Students will further develop the ability to communicate with professional and academic audiences through written, oral, and visual methods by means of individual and team projects. Freshman Composition II continues to develop quantitative literacy skills and to promote ethical decision-making through responsible methods of data analysis and research. The course develops students’ critical thinking skills through the analysis and evaluation of primary and secondary sources in order to create source-based arguments. The course also encourages students to think critically through self-reflection. This course, or an equivalent, is required to fulfill the Core Curriculum requirement in Communication. Prerequisite: WRC 1013.

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

  Bookstore cost: $13.50. Used or rental text unavailable

**Required Materials:**
• 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 so as 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
  o Use writing and reading as resources of inquiry and communication by using numeric sources or datasets
  o Recognize, understand, summarize, and evaluate the ideas of others
  o Understand the power of language and knowledge
  o 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
  o Address the needs of different audiences
  o Address the needs of different purposes
  o Understand varied rhetorical strategies
  o Use appropriate format, structure, voice, tone, and levels of formality appropriate to the rhetorical situation
  o 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
  o 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 Be able to apply reading, writing, and research literacy skills in communication while using numeric sources and visual data sets
understand the concept of independent redundancy
- Understand a writing assignment as a series of tasks, including finding, evaluating, and analyzing sources
- 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, visual, and aural 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
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. The 20 pages of edited, evaluated writing must be comprised of a minimum of four (4) individual papers, at least one of which must be the data-driven course project, and a final portfolio. Fewer longer papers do not give students sufficient feedback (i.e., assigning twenty, one-page papers does not meet the spirit of the 20-page requirement).
iii. Portfolio statement for students: Throughout the semester, you should keep a folder containing all the writing you do for this course. This folder is your “working portfolio,” and you should have it with you every class day. Toward the end of the semester, you will study your working portfolio for evidence to support reflective self-analysis about your writing. Your portfolio grade will be based on the quality of your written self-analysis and the presence of clear, organized evidence.
iv. Group-written papers are not appropriate for the course.
v. Each student paper will include the components of synthesis, analysis, and argumentation and demonstrate personal responsibility through the ethical citation of sources. All sources must be documented according to the rules of MLA or APA style. Documentation includes internal citations as well as a Works Cited/References page.

vi. All writing assignments must be research based, and any personal anecdotes should be used to supplement evidentiary argumentation.

vii. All assignments are persuasive, not expository.

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

ix. Students must sign the “Acknowledgement of the Policies on Academic Dishonesty.” Students will find this form in the back of The Writing Program Student Handbook. Faculty must collect and keep this form. Photocopies of the form are not acceptable.

Portfolio: Students will compile a portfolio that will include work from the semester, the data-driven course project, and a reflective self-analysis.

- 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, 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.
- For guidelines on the quantitative literacy assignment(s), see The Writing Program Student Handbook, 2018-2019.

Students must make one group oral presentation demonstrating argumentation skills, effective teamwork and visual literacy. As a team, students will research and present their arguments to a regional, national, or global audience and supplement the presentation with appropriately selected visual elements (e.g., charts, graphs, and images). 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).

ATTENDANCE
To Faculty: (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 are due before the middle of the term, assignments need to be planned to ensure that fair assessments can be made by the end of the fifth week. Giving the same grade to an entire class is not acceptable. Turning in mid-term grades on ASAP and Blackboard is expected.

DROP/WITHDRAWAL
Students may drop any course through drop date with an automatic “W.” However, after the drop date, the only withdrawal allowed is withdrawal from all courses. Professors cannot tell students to drop; however, they can conference with students to be sure that students are aware of their progress. Freshmen can drop individual courses through the last week of classes; post the specific date on the syllabus. (Please remind students that they cannot withdraw from all classes on line. They must do this in person. Because of this, 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. We have trained peer tutors, and occasionally, some Writing Program professors work as tutors. Students should be encouraged to go to 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. Tutors are not permitted to evaluate papers or comment on the reasonableness of an instructor assigned grade.
Writing Center Locations:
   Computer Room: JPL 2.01.12C
   Tutor Room: JPL 2.01.12D
   Downtown: FS 4.432
Check the Writing Center website for tutor schedules or to make a face-to-face or online appointment: http://www.utsa.edu/twc

EVALUATION
   1. Essays (formal, evaluated writing, including portfolio) = approximately 70%
   2. Group Oral presentation = 10%
   3. Other items as determined by individual instructor (e.g., quizzes, short responses) = 20%

WRITING PROGRAM GRADE SCALE:
A+ = 97-up      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

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.

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 all students must purchase.

SYLLABUS DISCLAIMER

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.”

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