MASTER SYLLABUS for WRC 1013

This sample includes the components you must include in your syllabus.

The Writing Program
The University of Texas at San Antonio

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

CATALOG DESCRIPTION
Freshman Composition focuses on academic writing. Reviews principles of the writing process and of using sources for writing. Introduces organizational patterns, summary and paraphrase, analysis, evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. Includes attention to forms of oral and visual communication and extensive library research and documentation

TEXTBOOKS

NOTE: If you require MyCompLab (MCL), it will be accessible to your students through the Pearson Portal. Students do not need to purchase MCL since access is “packaged” with the text.

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 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 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
  - Apply editing conventions to produce clear, concise prose that aligns with Standard American English
  - 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

**GOALS OF THE UTSA CORE CURRICULUM**

• **ENABLE STUDENTS**
  o To assess the perspectives and accomplishments of the past
  o To move to the future with an informed and flexible outlook

• **PROMOTE**
  o Intellectual adaptability
  o Ethical awareness
  o Transfer among divers modes of thought

• **CULTIVATE**
  o Verbal, numerical, and visual skills that are necessary to analyze and synthesize information
  o Construct argument
  o Identify and solve problems

• **FOSTER**
  o 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

• **DEVELOP**
  o 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

**COURSE REQUIREMENTS**

Papers/Requirements

• Students will produce at least 30 pages of edited, evaluated writing.
• Students will write a minimum of 5 individual papers and one final exam. Fewer longer papers do not give the students sufficient feedback.
• Of the 5 required papers, at least two must be in-class essays.
• Group papers are not appropriate for the course.
• Students should be made aware of different organizational strategies). This is not to say they must write, for example, a “definition” or “process” paper. How students should be taught ways to incorporate some of these strategies into their papers is largely left to the professor.
• Core curriculum guidelines must appear in each syllabus. (If you don’t have a copy of the guidelines, come by the office.)
Each student paper will include the components of synthesis and analysis and use documented sources (MLA and/or APA styles).

In compliance with core curriculum guidelines, students must make one oral presentation. It may be either group or individual. This will be assessed using The Writing Program rubric.

NO personal experience narratives should be assigned. All papers are sourced papers—informative, not persuasive. Do not cover argument/persuasion in WRC 1013.

ATTENDANCE

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.

Students must be excused from absences that are University business. Students should provide official proof of these absences.

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. 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 drop date with an automatic W. However, after 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. A new policy is in effect as of Fall 2005. Freshmen can drop individual courses through the last week of classes; post 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 student, and occasionally, some Writing Program professors volunteer 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.

Writing Center Locations:

- Computer Room  HSS 3.03.08
- Tutor Room  HSS 2.02.22
- Downtown location  FS 4.432

Tutors are also available in the library (JPL). Check Website for tutor schedules, [http://www.utsa.edu/twc](http://www.utsa.edu/twc)

FINAL EXAMINATION

Students in WRC 1013 take a common final examination. Students will be given access to reading packets posted on The Writing Program website, [http://www.utsa.edu/twp](http://www.utsa.edu/twp) one week before the exam date. Students can download, print, annotate (no full sentences) and/or highlight the readings and bring the readings to the final exam. Students will write the exam in a Blue Book. Professors must collect two Blue Books from the students by the last day of class and return them to the students at the beginning of the exam period, marking them in some way to ensure that the Blue Book used is the Blue Book originally turned in to, and inspected by, the professor. Professors will collect the reading packets, prompts, and all drafts at the end of the final exam period. Include the date and time of the final exam in your syllabus.
EVALUATION

- Essays (The actual papers should constitute the majority of the grade—at least 70% is reasonable.)
- Oral presentation
- Final exam
- Other items as determined by individual instructor

GRADING RUBRIC (may be modified as needed, but these items must be considered in the evaluation)

<table>
<thead>
<tr>
<th>Audience/Purpose</th>
<th>50%</th>
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<tbody>
<tr>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>20%</td>
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<tr>
<td>Organization</td>
<td></td>
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<tr>
<td>Documentation</td>
<td></td>
</tr>
<tr>
<td>Mechanics/grammar, tone, style</td>
<td>30%</td>
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</tbody>
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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

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