MASTER SYLLABUS for WRC 1023

This sample includes the components you should put in your syllabus.

The Writing Program
The University of Texas at San Antonio

WRC 1023. Section # Freshman Composition II
Professor’s name and contact information (office location, office phone number, email)
Office hours

CATALOG DESCRIPTION
Freshman Composition II “focuses on academic writing. Extensive writing practice in the use of logical and organizational patterns and introduction to persuasion in written, oral, and visual form. Develops critical and analytical skills through multidisciplinary and multicultural readings, using 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 workplace. 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 diverse 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 constructing 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

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**COURSE REQUIREMENTS**

**Papers/Requirements**
  • At least 30 pages of each student’s writing must be evaluated.
  • Students will write a minimum of 5 individual papers and one final exam. Fewer longer papers do not give the students sufficient feedback.
  • Group papers are not appropriate for the course.
    The course papers must all be persuasive, rather than informative.
  • 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 must include the components of synthesis and analysis and use documented sources (MLA and/or APA styles).

One oral presentation will be given. It may be either group or individual, but it must take only minimal time.

At least two papers will be written in class.

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 well 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 expected.

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 Nov. 30. (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 course drop policy.

THE WRITING CENTER

The Writing Center is here to serve students. We have paid tutors with BA degrees in English; occasionally, some Writing Program professors also serve 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 volunteers are there 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

FINAL EXAMINATION

Students in WRC 1023 take a common final examination. Students will be given access to reading packets posted on The Writing Program website, 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>
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<tr>
<td>Development</td>
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<tr>
<td>Organization</td>
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<tr>
<td>Documentation</td>
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</tr>
<tr>
<td>Mechanics/grammar, tone, style</td>
<td>30%</td>
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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.