

WRC 1023
Freshmen Composition 2
Spring 2011
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WRC 1023: Course Syllabus

COURSE DESCRIPTION

(3-0) 3 hours credit. Prerequisite: WRC 1013.

Freshmen Composition II “[f]ocuses on academic writing, following the writing process, from prewriting through editing. 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.)” (“Writing Program Course Descriptions,” 2010, UTSA Undergraduate Handbook)

Specifically, this course will be writing and reading intensive and will focus on practice and mastery of research and library use – with a focus on the use of electronic resources and scholarly journals. In addition, work with documentation and presentation will be stressed. The specific work will include working with essays and articles, including completing quizzes and taking part in discussions. There will also be writing and other exercises to hone skills applicable to writing in an academic environment, leading to researched and documented argumentative essays. Finally, all students must give a presentation and complete a common final.

See The Writing Program Website (<http://www.utsa/twp>) for more information.

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 AND 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

THE WRITING PROGRAM MISSION STATEMENT

THE WRITING PROGRAM OBJECTIVES AND OUTCOMES (CONT)

- Goal 4: Research literacy: By the end of the first year of composition, students should
 - Understand a writing assignment as a series of tasks, including finding, evaluating, and analyzing sources
 - Synthesize their own idea with those of their sources

GOALS OF THE UTSA CORE CURRICULUM

- **Enable Students (1)** To assess the perspectives and accomplishments of the past; **(2)** To move to the future with an informed and flexible outlook
- **Promote (1)** Intellectual adaptability, **(2)** Ethical awareness, & **(3)** Transfer among diverse modes of thought
- **Cultivate (1)** Verbal, numerical, and visual skills that are necessary to analyze and synthesize information, **(2)** Argument construction, **(3)** The identifying and solving of problems
- **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
- **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

- 1) Competency in writing English;
- 2) Critical proficiency in oral and graphic communication;
- 3) Competency in construction valid arguments and criticizing arguments;
- 4) Critical proficiency in using diverse theoretical perspectives to identify and formulate problems and draw conclusions.

CORE CURRICULUM OBJECTIVES, DOMAIN 1

- 1) To demonstrate the writing process;
- 2) To demonstrate the ability to evaluate research sources to convey the written message;
- 3) To demonstrate the ability to make an effective oral presentation using appropriate visuals/technology

DISCLAIMER

“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.”

STUDENT ITEMS

REQUIRED TEXTS (WITH ISBN AND COST)

SMH – Lunsford, Andrea. *St. Martin's Handbook*, 6th ed. MLA Update. Boston: Bedford/St. Martin's, 2009. **ISBN** 978031259441; **COST** \$77.50 new & \$58.25 used

WA – Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric w/ Readings*, 8th ed. New York: Longman, 2010. **ISBN** 0205648363; **COST** \$82.75

HBK/Handbook – *The UTSA Writing Program Student Handbook, 2010-2011*
ISBN None; **COST** \$14.00

GRADES AND ASSIGNMENTS

- **Grade Composition:** The final grade will be averaged as follows: assigned papers are 50%; assignments are 20%; a group presentation is 10%; and the common final is 20%. Below is the equation used to calculate the grade:

$$\begin{array}{r} \text{Paper 1 * .1} \\ + \text{Paper 2 * .1} \\ + \text{Paper 3 * .1} \\ + \text{Paper 4 * .1} \\ + \text{Paper 5 * .1} \\ + \text{Assignments * .20} \\ + \text{Group Presentation * .1} \\ + \text{Final Exam * .2} \\ \hline \mathbf{100\% \text{ of Final Grade}} \end{array}$$

**Note: In order to calculate your grade, you will need to collect and keep your class work. I recommend making a portfolio that keeps all the work organized. Also, if there are any grade disputes, you will have evidence to make your case.*

- **Assignments:** Students will be expected to complete a variety of writing assignments. One of the regular assignments will be blogs done on Blackboard (see *Regular Assignment Instructions*); the due dates are listed on the course calendar. The other regular assignment is the quizzes (see *Regular Assignment Instructions*). These will be reading quizzes done on Blackboard; the due dates are on the calendar. There are other assignments – most are listed on the calendar – but others will be added as needed. These items averaged together constitute 20% of your final grade.
- **Presentation:** Students will be required to break into groups and make a presentation on one of the topics explored in the class readings (see *Group Presentations* sheet). Groups will choose a reading assignment and become the class' authorities on the entire argument. The final presentation will include outside research, a professional presentation, and class discussion.
- **Final:** Students must 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.
- **Papers:** Over the course of the semester, students will write five papers, one in-class and four outside of class, and a diagnostic (written in-class for an assignment grade). Students must fulfill specific guidelines and objectives for each paper, as well as certain standards for all papers. The standards can be found in Student Responsibilities: Paper Guidelines (page 4 and 5).

STUDENT RESPONSIBILITIES

GENERAL RESPONSIBILITIES

- You must attend class. You only have **FOUR** absences and there are **NO** excused absences except those defined as such by the University.
 - A student is absent if he/she arrives more 15 minutes late to class or leaves class 15 minutes early.
 - All absences (after the 4 allowed) will result in a loss of 2 points per absence from the final grade.
- You must attend the entire class (50 minutes).
 - A student is tardy if he/she arrives within 3-15 minutes of class beginning or leaves with 3-15 minutes left of class.
 - Every four tardies will lead to a loss of 2 points from the final average.
- You must keep up with class on their own.
 - Students must do the assigned reading – the material listed for the class day must be read before attending class. These texts **MUST** be brought to class that day.
 - Students must check Blackboard every MWF at 8am and at 1:30pm. These are the times that updates and news will be posted.
 - Students should keep all graded items and track their own averaged and absences. If you have any questions, please feel free to come by office hours.

ASSIGNMENTS (THIS INCLUDES WRITING, HOMEWORK, QUIZZES, IN-CLASS, ETC).

- *Readings* must be completed before class; the reading due is the one listed for the day.
- *Homework* is due at the beginning of class; there are **NO** exceptions. No work will be accepted late.
 - Assignments may be turned in via email, but they must be submitted by the start of class.
 - All homework assignments must be neat, clean, and legible. Paper drafts must always be typed and double spaced; all other work will be noted upon assignment.
 - All homework assignments must have the student's name and the date at the top of the page. All pages of an assignment must be numbered. All work of multiple pages must be stapled.
- *Quizzes* must be completed online by class time the day they are due.
 - Quizzes will all be done via Blackboard.
 - They are due before class on the date assigned – there are no late quizzes or make-ups.
 - Quizzes will be posted between one week and one class before they are due.
- *Online writing and blogging* must be completed before class the day they are due.
 - Students will be required to regular make postings. These must be completed by the day and time posted with the assignment (check Blackboard on Monday for listed assignments).
 - Posts must follow directions, be complete, and be edited. Also, comments must be respectful.
- Students must be prepared to work every day. *In-class work* must be completed when assigned.

PAPER GUIDELINES

- All papers will be graded using the grading guidelines in the handbook, pages 13 & 14, as well as any objectives described on the assignment and during accompanying class lectures.
- Final grades on papers will not be discussed online. I will discuss them during office hours, but only after 24 hours have elapsed since the grade was given. Also the student must have the paper with him/her when they come to ask questions.
- Students **MUST** follow these guidelines when turning in a major paper. If the guidelines are not met, I will not accept the paper (leading to an automatic F).

PAPER GUIDELINES (CONT)

- **Guidelines for In-Class Papers** (this pertains only to the Diagnostic and Paper 5)
 - **Format:** Must be written in a normal page-size clean bluebook. It is the student's responsibility to purchase the bluebooks. Students may write in pencil (if it is not light) or pen (if it does not smear).
 - **Research:** All materials related to the paper (notes, sources, and a Works Cited) must be turned in with the paper. A works cited/reference page will always be required and must be typed and done outside of class.
 - **Make-Ups:** Papers must be written in-class the day assigned. Make-ups can be done during office hours within one week of the last writing. If the student fails to make-up the paper within the allotted time, the grade will be an automatic F.
- **Guidelines for Out-of-Class Papers** (this pertains to Papers 1-4)
 - **Submission:** All papers must be turned in by hand in a folder (with brads and/or pockets) with all items at the beginning of class. Papers will not be accepted via email. They will not be accepted without a folder.
 - **Format:** All papers must follow MLA or APA format rules. See SMH pages 300-301 for MLA and SMH pages 348-349 for APA. If a paper does not meet these requirements, it will either lose points or not be accepted (depending on how the problem affects reading the paper).
 - In general, papers must be typed, double-spaced and use a 12-point Times New Roman.
 - The paper must have a correct heading, page numbers, margins, and other form items.
 - **Research:** All papers require the use of multiple sources and research.
 - This research must be copied or printed (only the pages used in the paper and the source's front page).
 - The material used in the paper must be highlighted, bracketed, or annotated in the text.
 - All papers must have a correct Works Cited/Reference page. A paper will not be accepted without these items.
 - **Drafts:** Some papers will require drafts. These drafts must meet paper guidelines, even if submitted and reviewed online. Check the calendar for dates. More drafts may be required, which will be announced in class.
 - The draft and accompanying peer comments will have a strict due date and must be completed by that time.
 - If a student is absent, a draft may be submitted via email (like a late homework assignment), but will not be counted until the student has obtained a peer evaluation (which will be verified when the paper is turned in). Any incomplete, late, or missing drafts and comments will result in a zero for that assignment.
 - **Proofreading:** Final papers must be readable and have all errors corrected.
 - If I cannot read a paper for any reason, it will not be graded (including poor printing).
 - If I do extensive grammar and mechanical correction while grading, the paper will receive an automatic F and I will stop reading.
 - **Late papers:** Students may submit one of the out-of class papers late.
 - The paper must be turned in within 1 week of its original due date.
 - The paper must still follow all other paper guidelines.
 - The paper grade will be reduced by 10 points.
 - If a student does not submit any late papers, the student will have an additional five points added the grade of the lowest out of class paper.

COMMUNICATING AND GETTING HELP

Office hours are Monday, Wednesday, Friday from 12pm-1:30pm in HSS 4.02.62

- Students are encouraged to get help from me or the Writing Center (see <http://www.utsa.edu/twc> for more info).
- Students are encouraged to seek help during office hours
 - If you cannot make office hours, make an appointment 1 class desired day.
 - Do not come at the end of office hours expecting me to meet with you. Make sure you are there arrive by the last 10 minutes of the session.
 - I will be happy to discuss your work, grades, school related points, etc during office hours. If you wish to discuss graded work, you must have it with you.
 - I am happy to help you with your work; however, you must have your work with you and be prepared to work as well. It is advised to have questions and specific issues when you come in.
- Students in need of help with their papers are encouraged to come and meet with me.
 - If you ask me to read over your whole paper and give you feedback, I will only skim it and tell you the problems and areas. I cannot read the entire paper and give you feedback for everything.
 - If you have a specific question or problem to be addressed, I will read all applicable material and discuss the problem with you, including how to fix the problem and why it is a problem.
 - I will not edit your paper. I will either point all your mistakes or I will help you learn to fix them.
 - I will not offer any major help on the day the paper is due. Any help I provide will be limited to things that can be fixed in one hour or less, such as intro, thesis, conclusion, grammar, documentation, and formatting. I will not discuss research and source use, paragraphs, etc.
- Students are encouraged to communicate with myself and other students via email.
 - Emails can be sent via Blackboard or my campus account (robin.bircher@utsa.edu).
 - All emails should be courteous and professional. That means revise/edit them and be respectful.
 - Emails received M-F between 8 am and 4pm will generally get a response on that day. If not, the response will always be within 24 hours of receipt.
 - Emails sent over the weekend or holidays will be answered on the first work day since the mail was sent.
 - I will not discuss the following via email due to time constraints and/or security/privacy: grades, papers, extensive discussions, discussions about turned in/graded work.

CLASSROOM GUIDELINES & RESPECT

- Students are expected to be respectful of others.
 - Don't leave and re-enter the classroom while someone (anyone) is speaking.
 - You may have food and drinks, but make sure they do not disrupt the class.
 - Do not speak when someone is talking; do not carry on private conversations.
- Do not use electronic devices during class.
 - Use of these devices will not be tolerated (unless it applies to the work we are doing).
 - Turn off and do not answer cell phones, pagers, or laptops (email).
 - Sending and receiving texts during class is not allowed. Doing so during a quiz or in-class paper will automatically deemed cheating; students caught will be given an F and asked to leave.
 - Do not use Ipods or other entertainment devices during class.
 - If you must use a laptop, you must sit at the front of the class – no exceptions.
- Students MUST participate during the semester, though they do not need to participate every time.
 - Pop quizzes or writing assignments will be given if students do not participate.
 - Be considerate and respectful of other views. In particular, do not attack a person or his/her opinion. You may, however, refute the argument.
 - Be conscious of the message your nonverbal and oral (including word choice and tone) sends.
 - Do not dominate classroom discussion, especially if you interrupt someone else.

COURSE CALENDAR

This calendar is tentative. Students will be notified of all changes.

Book Abbreviations

- WA: *Writing Arguments*
- SMH: *St. Martin's Handbook*
- HBK: *The Writing Program Handbook*

DATE	READING	ASSIGNMENTS
Jan. 10	Introduction to WRC 1023: HBK 3-14 & 87	
Jan. 12	Argument: WA 2-16 Rhetorical Situation: SMH 36-46	
Jan. 14	Diagnostic Essay (in-class) <i>Women in Math and Science</i> Readings: WA 505-526	Diagnostic
Jan. 17	Martin Luther King Day – No class	
Jan. 19	Reading and Exploring Arguments: WA 24-46 Milgrim, “The Perils of Obedience” WA 648-658	Quiz 1 (Milgrim)
Jan. 21	Paper 1 Obedience Readings (on Blackboard) Skim all articles and read 3 of your choosing	Blog 1
Jan. 24	Logical Appeals: SMH 151-152 Logical Fallacies: WA 405-407 Using Evidence: WA 89-108	
Jan. 26	Core of an Argument: WA 60-72 Good Argumentative Writing (essay samples): WA 417-422	
Jan. 28	Thinking Critically About Visuals: SMH 168-176 Genres of Visual Argument: WA 183-189 Understanding Design Elements: WA 166-173	Blog 2 due <i>P1 topic due</i>
Jan. 31	Compositional Features: WA 174-177 Constructing Your Own Visual Argument: WA 189-198	
Feb. 2	Small Group Strategies ...: WA 409-415 Working with Others: SMH 139-144 Oral and Multimedia Presentations: SMH 483-501	VA draft due
Feb. 4	Logical Structure of Arguments: WA 73-87	Blog 3 due VA due
Feb. 7	Reviewing, Revising, and Editing: SMH 81-109	<i>P1 draft due</i>

DATE	READINGS	ASSIGNMENTS
Feb. 9	Avoiding Plagiarism: WA 375-376 Understanding MLA: WA 377-387 MLA Style: SMH 300-347	<i>P1 Works Cited due</i>
Feb. 11	Grammar Lesson 1: Bring SMH	Paper 1 Due
Feb. 14	Definitional Argument: WA 210-236	
Feb. 16	Powers, “Massless Media”: WA 467-472 Kennedy, “Plugged In, Tuned Out”: WA 473-479 Shaw, “Should Killers Be Given Air Time”: WA 479-480 Schanberg, “Not a Pretty Picture”: WA 482-484	Group 1 Quiz 2
Feb. 18	Evaluative Argument: WA 284-309	Blog 4 due
Feb. 21	Williams, “Tomorrow Will Not Be...”: WA 429-434 Seigenthaler, “A False Wikipedia ‘Biography’”: WA 436-437 Mathias, “The Facebook Generation”: WA 438-439 Fleming, “Youthful Indiscretions...”: WA 440-443	Group 2 Quiz 3
Feb. 23	Finding & Evaluating Sources: WA 344-367	
Feb. 25	Library Survival Guide: HBK 48-67	Blog 5 due
Feb. 28	Evaluating Sources: WA 360-367 & HBK 68-73	<i>P2 sources due</i>
Mar. 2	MLA: Bring SMH	<i>P2 Works Cited due</i>
Mar. 4	Integrating Sources into Your Writing: SMH 270-280 Using Sources: WA 368-376	
Mar. 7	Grammar Lesson 2: Bring SMH	Paper 2 due
Mar. 9	Analyzing Arguments: WA 146-157	
Mar. 11	Casual Argument: WA 237-263 Resemblance Argument: WA 264-273	<i>Rhetorical Analysis due</i>
Mar. 14-18	Spring Break – No classes	
Mar. 21	Writing: TBA	
Mar. 23	Dube, et. al., “A Downward Push”: WA 558-565 Reich, “Don’t Blame Wal-Mart”: WA 566-568 Maich, “Why Wal-Mart is Good”: WA 568-574 Tierney, “Shopping for a Nobel”: WA 574-575	Group 3 Quiz 4

DATE	READING	ASSIGNMENTS
Mar. 25	Iowa State U, "ISU Psychologists Publish...": WA 449-450 Jenkins, "Reality Bytes...": WA 450-454 Gladwell, "Brain Candy...": WA 454-457 Lugo, "Violent Video Games..." WA 460-465	Group 4 Quiz 5
Mar. 28	Ethical Appeals: SMH 150-151 How to Create Effective Ethos: WA 111 Fallacies of Ethos: WA 404-405 Responding to Objections...: WA 124-144	
Mar. 30	MLA & APA Style: SMH 300-379	<i>P3 References due</i>
Apr. 1	Grammar Lesson 3: Bring SMH	Paper 3 due
Apr. 4	Proposal Argument: WA 310-342	
Apr. 6	Kristof, "Our Gas Guzzlers, Their Lives": WA 579-580 Cravens, "Better Energy": WA 582-584 Tilman & Hill, "Fuel for Thought": WA 586-589 Gore, "Noble Lecture": WA 593-597	Group 5 Quiz 6
Apr. 8	Rauch, "Will Frankenfood Save the Planet": WA 599-606 Altieri & Rosset, "Ten Reasons Why...": WA 608-615 Harrop, "Food Industry Should Modify ...": WA 617-618 Coleman, "Is Genetic Engineering ...": WA 619-621	Group 6 Quiz 7
Apr. 11	Writing: TBA	Blog 6 due
Apr. 13	Emotional Appeals: SMH 149-150 Moving Your Audience: WA 112-123 Fallacies of Pathos: WA 403-404	
Apr. 15	Grammar Lesson 4: Bring SMH	
Apr. 18	Blackboard Essays	Paper 4 due
Apr. 20	Paper 5 – Day 1	P5 in-class
Apr. 22	Paper 5 – Day 2	P5 in class
Apr. 25	Preparing for Essay Exams: SMH 903-910 <i>Last day to drop a class for a W</i>	Bluebooks due
Apr. 27	Preparing for Essay Exams: SMH 903-910	Quiz 8
Mon, May 2	Sect 6 (8am): 7:30am-10am & Sect 26 (11am): 1:30pm-4pm	Final Exam
Tues, May 3	Sect 12 (9am): 7:30am-10am	Final Exam