

***The Writing Program***  
***The University of Texas at San Antonio***

WRC 1023 **section 034 (HONORS)**  
 Mrs. Lindsay Ratcliffe  
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Office Hrs: MWF 9:50-10:50 a.m. and M 1:30-2:30 p.m.  
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**Required Texts with ISBNs and UTSA Campus Bookstore Prices:**

Easton, Thomas, ed. *Taking Sides: Clashing Views on Environmental Issues*. 14th ed. Boston: McGraw-Hill, 2010. ISBN: 9780073514468 (\$30.75 used; \$40.75 new)  
 Lunsford, Andrea A. *The St. Martin's Handbook 6e with 2009 MLA Update*. Boston: Bedford/St. Martin's, 2010. ISBN: 9780312594541 (\$58.25 used; \$77.50 new)  
 Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 8th ed. New York: Longman, 2010. ISBN: 9780205648368 (\$84.25 new)  
*UTSA Writing Program Student Handbook*, 2009-2010. No ISBN. (\$13.50 new). If you still have the Handbook from WRC 1013, you do not need to re-purchase it.

**Required Materials:** 3 large (8.5 x 11") test books (Green Books preferred), a stapler, a good college dictionary, a 1-subject spiral notebook, and a folder

**Course Description:** Freshman Composition II “focuses on academic writing [with] extensive writing practice in the use of logical and organizational patterns and introduction to persuasion in written, oral, and visual form. [The course] develops critical and analytical skills through multidisciplinary and multicultural readings, using extensive library research and documentation” (*UTSA Undergraduate Catalog* 513). **Please note that this section of the course focuses specifically on environmental issues.**

**Honors Designation:** This Honors section of WRC 1023 is designed to teach students how to think critically as they learn to compose informed, balanced judgments about controversial environmental issues. Students will examine the local implications of planetary issues such as overpopulation, food and water scarcity, and climate change, considering the positions of competing interests as they develop, present, and defend positions about these issues both orally and in writing. Through class discussion, assigned readings, and independent research, students will learn how to respond to opposing viewpoints and to build common ground with different audiences as they seek the best solutions to environmental problems facing their generation.

Although the course focuses on the environment, no prior environmental science coursework or special topic knowledge is expected. However, students should expect the following differences between this course and regular WRC 1023 courses:

- A smaller, more interactive class (more discussion-based than lecture-based)
- Deeper exploration of subject matter, both independently (through research) and collaboratively (through dialogue)
- Assignments designed to encourage interdisciplinary research (e.g., intertwining students’ major field interests with environmental issues)
- Higher expectations of student engagement and willingness to learn

**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 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

- 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

- 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**

To enable students

- To assess the perspectives and accomplishments of the past
- To move to the future with an informed and flexible outlook

To promote

- Intellectual adaptability
- Ethical awareness
- Transfer among diverse modes of thought

To cultivate

- Verbal, numerical, and visual skills that are necessary to analyze and synthesize information
- Construct argument
- Identify and solve problems

To 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

To 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

- 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

### Requirements:

- **Four formal (typewritten) essays (60% combined)** For each essay, you will receive prompts with specific requirements. Any assigned prewriting activities (e.g., exploratory writing and peer-reviewed drafts) count toward the essay grade and should be submitted with each essay.
- **Two In-Class Essays (ICEs) (10% combined)** Each in-class essay will be written in a test book. Prior to writing the ICEs, you will be assigned reading or viewing material. You will receive the prompt on the day(s) of the ICE.
- **Presentations (5%):** At the end of the semester, each student will be required to make a brief presentation on an environmental problem. Presentation details are forthcoming.
- **Quizzes (5% combined)** On the five days marked “Discussion & Quiz” on the schedule, students will take a brief quiz over the assigned reading material. All quizzes cover only the material assigned on that day. No unannounced quizzes will be given.
- **Final Exam (20%)** The final exam is an in-class essay based on readings distributed during the last week of class. The exam will be written in a test book.
- **Waiver and Profile Forms:** Read the university’s policy on academic dishonesty on the next page of this syllabus. Then, fill out pp. 87-88 (front/back) in the Writing Program Student Handbook. Be sure to sign the correct waiver (“WRC 1023” appears at the top.) Tear out this page and submit it to me no later than Friday, January 21. No photocopied waivers will be accepted.

### Grade Weights:

In-Class Essay 1	(5 %)
Essay 1	(10 %)
Essay 2	(15 %)
Essay 3	(15 %)
In-Class Essay 2	(5 %)
Essay 4	(20 %)
Presentation	(5 %)
Quizzes (5 total)	(5 %)
Final Exam	(20 %)
<b>Total</b>	<b>100 %</b>

### Policies:

- **Attendance:** It is your responsibility to come to class on time, every day, with your assignments completed. You are allowed **four** unexcused absences, but upon your fifth absence, two points will be deducted from your final average. An additional two points will be deducted from your average for each absence thereafter. (For example, 6 absences = 4 points off average, 7 absences = 6 points off average, etc.). Once you have accumulated 10 absences, you fail the course. Excused absences include *only* a) UTSA business with a note from a UTSA sponsor or b) a medical appointment/illness with a note from a physician. All formal excuses must be submitted within one (1) week of your absence. Do not wait until the end of the semester to submit an excuse. Perfect attendance earns two extra points on your final average; one absence earns one point. I take roll at the beginning of every class. If you arrive after I have taken roll, you are late. If you are late, you must approach me after

class to be sure you are marked late rather than absent. Four late arrivals equal one absence. You will also be counted absent if you sleep during class, wear headphones in class, or send a text message/check your cell phone or other device during class.

- **Timely submission of assignments:** I do not accept late work unless it is accompanied by an excused absence. Work is late when it is not submitted at the beginning of class on the due date. Once class is over, the due date has passed. I will not accept assignments during office hours or during a later class. If you anticipate missing a class period in which an assignment is due or a planned quiz/in-class essay is to be given, arrange to submit the assignment or take the quiz **before** your absence. **Do not send me any assignment via email or Blackboard unless by special permission.**
- **Responsibility for your own work:** I am unimpressed by students who blame their computers or printers for late, missing, or unsatisfactory work. Use common sense: back up every file and don't wait until the last minute to print your assignments. All out-of-class work should be typed, printed, and stapled. After any graded assignment is returned, I will be happy to discuss it with you **during my office hours, after 24 hours have elapsed** from the time I returned the graded assignment. This delay allows you take a step back and review my comments before discussing an assignment with me. When discussing grades or assignments with me, keep in mind that being respectful is a much better discussion tactic than being demanding. I will not discuss grades via email; you must visit my office to discuss such issues.
- **Classroom Etiquette: Silence and stow away phones, iPods, and other electronic devices in your bags during class, and keep bags on the floor. Do not wear headphones, and do not use your laptop unless I tell you otherwise. I consider any violation of these rules to be rude.**
- **Good Communication:** As your instructor, it is my job to help you succeed as a writer. If you have any questions or concerns during the semester, please come by during office hours or schedule a meeting with me. If you email me, please give me 24 hours to respond. I prefer that you email me at [lindsay.ratcliffe@utsa.edu](mailto:lindsay.ratcliffe@utsa.edu) rather than through Blackboard.
- **Proofreading Policy:** Proofread carefully, not relying only on spell and grammar check to catch errors. If you submit sloppy work, expect to fail the assignment. In general, if it becomes clear that I will spend more time grading a paper than you spent writing it, the paper earns an F (0).
- **UTSA Dishonesty Policy:** "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Plagiarism carries severe consequences. In most cases, the student receives an F (0) for the assignment and documentation of the incident is forwarded to Student Judicial Affairs. The incident report then becomes part of the student's academic record. In the most egregious cases, a student fails the course.
- **Blackboard:** Check Blackboard at least once a day. I use Blackboard to post syllabi, prompts, tips, handouts, and announcements. If you are absent and do not get a copy of a handout, please do not ask me for a hard copy; log on to Blackboard to print one.
- **Keep all graded essays in a folder until the semester has ended, and always bring them to class with you.**

#### Grade Scale:

90-100 pts.	= A
80-89 pts.	= B
70-79 pts.	= C
60-69 pts.	= D
0-59	= F

#### Great Resources:

- Visit the Writing Center in JPL 2.01.12 for help with all aspects of your writing, from brainstorming and research to organization and proofreading. Even if you are a confident, talented writer, you have something to gain from a visit to the Writing Center. Keep this motto in mind: “We tutor people—not papers.” In other words, you must participate actively in your session. For more information, visit <http://www.utsa.edu/twc>.
- Support services are available to students with documented disabilities through Disability Services. Contact them at 458-4157 or visit MS 2.03.18 to find out more about these services.

### Assignment Schedule (\*\*subject to change\*\*):

**Note:** *Class discussions and assignments generate from each day's reading. Keep up with the schedule!*

**Key:** *WA = Writing Arguments; TS = Taking Sides; SMH = St. Martin's Handbook*

When reading the *WA* text, you may skip all sections labeled “For Class Discussion” since we typically cover these parts as a class. If a book title appears on a day in the schedule, bring that book to class on that day. The assignment listed beside each date is what you **must have already read** before coming to class that day.

#### Week 1

- Jan M 10 Introduction to course, syllabus and texts; icebreaker activity  
 W 12 Introduction to grading rubrics, scholarships, and more; **bring WP Student Handbook to class**  
 F 14 Introduction to environmental issues; assignment for In-Class Essay 1; **bring 1 test book to class**

#### Week 2

- M 17 MLK Day: No Class  
 W 19 **Write In-Class Essay 1**  
 F 21 **Write In-Class Essay 1**

#### Week 3

- M 24 *WA* 2-19 (Ch 1) and 579-82; Essay 1 prompt & **in-class exploratory writing**  
 W 26 *WA* 24-50 (Ch 2) and 145-64 (Ch 8); census date roll call  
 F 28 *WA* 60-87 (Ch 3 & 4)/**submit pp. 87-88 (waiver) from Writing Program Handbook**

#### Week 4

- M 31 Discussion & **Quiz 1** on Sustainable Development and Human Welfare (*TS* 22-36)  
 Feb W 2 Review MLA citation style (**bring SMH and your source[s] to class**); citation practice  
 F 4 **Essay 1 Due (include exploratory writing from 1/24)**

#### Week 5

- M 7 *WA* 89-103 (Ch 5); Essay 2 prompt & **in-class exploratory writing**  
 W 9 Discussion & **Quiz 2** on Reviving Nuclear Power (*WA* 582-84; *TS* 222-38)  
 F 11 Essay 2 **roundtable (bring downloaded worksheet)**

#### Week 6

- M 14 Discussion of student-written classical argument  
 W 16 *WA* 109-22 (Ch 6); *SMH* 270-80 (“Integrating Sources”)  
 F 18 **Essay 2 Peer Review (bring full draft to share)**

#### Week 7

- M 21 **Essay 2 Final Draft Due (include all pre-writing activities)**  
 W 23 Discussion & **Quiz 3** on Drilling for Offshore Oil (*TS* 132-47)  
 F 25 *WA* 124-44 (Ch 7); *SMH* 511-18; Essay 3 prompt & in-class exploratory writing

## Week 8

	M 28	Student Conferences (HSS 4.02.60) / Bring Roundtable Form
Mar	W 2	Student Conferences (HSS 4.02.60) / Bring Roundtable Form
	F 4	Student Conferences (HSS 4.02.60) / Bring Roundtable Form

## Week 9

	M 7	Discussion of student-written delayed-thesis argument
	W 9	<b>Essay 3 Peer Review (bring full draft to share)</b>
	F 11	<b>Essay 3 Final Draft Due (include all pre-writing activities)</b>

Week 10: Spring Break: No Class

## Week 11

	M 21	Discussion & <b>Quiz 4</b> on Genetic Engineering and Hunger (WA 599-613 & 615-21; TS 262-63; 268-71);
	W 23	Discussion & <b>Quiz 5</b> on Organic Farming and Global Food Supply (TS 274-92)
	F 25	Assignment for In-Class Essay 2 will be given / <b>bring 1 test book to class</b>

## Week 12

	M 28	<b>Write In-Class Essay 2</b>
	W 30	<b>Write In-Class Essay 2</b>
Apr	F 1	<b>Write In-Class Essay 2</b>

## Week 13

	M 4	Essay 4 Prompt & in-class exploratory writing
	W 6	<i>SMH</i> 49-53; 168-76; <i>WA</i> 165-98 (Ch 9)
	F 8	Essay 4 Roundtable

## Week 14

	M 11	Lesson: identifying and correcting common grammar errors ( <b>bring all graded essays</b> )
	W 13	Essay 4 Writing Workshop ( <b>bring sources, notes, and your laptop if you have one</b> )
	F 15	<b>Essay 4 Peer Review (bring full draft to share)</b>

## Week 15

	M 18	<b>Essay 4 Due (include all prewriting activities)</b>
	W 20	<b>Presentations</b>
	F 22	<b>Presentations</b>

## Week 16

	M 25	<b>Presentations</b> /Undergraduate last day to drop via ASAP
	W 27	Final Exam readings given/discuss final exam study strategies/ <b>bring 1 test book to class</b>

**Final Exams: 8:00 class = Monday, May 2, 7:30-10:00 a.m.; 9:00 class = Tuesday, May 3, 7:30-10:00 a.m.; 11:00 class = Monday, May 2, 1:30-4:00 p.m.; 12:00 class = Tuesday, May 3, 1:30-4:00 p.m.**

**Final Grades post to ASAP on Tuesday, May 10.**