

**UNIVERSITY OF TEXAS AT SAN ANTONIO**  
**Spring 2011 – WRC 1013**

Walroth, Ellen P., MBA, Lecturer I <b>Also available BY APPOINTMENT</b> <b>Office: HSS 3.04.17 ph.: 458-5131 (no msgs!)</b> Cell Phone: 210.260-0119 (leave msg or text)	Office Hrs. <b>Tuesdays and Thursdays</b> <b>9:30 – 10:30 a.m. &amp;</b> <b>2:00 – 3:15 p.m.</b> <b>FACE TO FACE BB ENHANCED CLASS</b>
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Updated January 07, 2011

Class time, days and location: MB 1.101 Tues.- Thurs.12:30 p.m. – 1:45 p.m.

**WELCOME TO WRC 1013**

Freshman Composition “reviews principles of the writing process and of using sources for writing. [It] introduces the patterns of development, summary and paraphrase, analysis, evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. [The course] includes attention to forms of oral and visual communication and extensive library research and documentation” (UTSA Undergraduate Catalog, 2003-2005).

**REQUIRED TEXTS: for 1013:** Freshman Composition I – Academic year 2010-2011

*St. Martins Handbook* (2009 & 2010) is \$77.50 new **StMH**

(This is the version w/ MLA and APA updates: ISBN 0312664834)

*Behrens Writing and Reading* (UTSA Writing Program customized edition – 2010)

(This book costs approx. \$77.25 new. Copies new and used are in bookstore)

(ISBN 0558700977) **BWR**

*Writing Program Handbooks* is \$14.00. MUST be bought new 1x (tentative price)

**CLASS POLICIES:**

**DUE DATES:** Papers are due on the date shown on the **online assignment box**. Papers are due between the date indicated as the submission date and the last date when the paper can be submitted. **Dates on syllabus for assignment due dates are subject to change at instructor’s judgment, depending on the class completion of preparatory tasks.**

**Individual conferences:** If you have any concerns about the class, your grades, or assignments, you may call me at the number above, email me, text message me about a meeting, or come by the office during the times listed above, or schedule an appointment for another time. BEST FIT is for you to text me you are coming over, so I can confirm.

**COURSE REQUIREMENTS:** There are six essays, one team research paper and a team PowerPoint presentation to be critiqued by fellow students. The six essays are broken down as:

1. **Preliminary essay (can be used to replace low or missing score of 3 major essays.)**
2. **Three (3) major essays (explanatory syntheses, comparison-contrast synthesis, argumentative synthesis) are from BWR<sup>1</sup>**
3. **One (1) individual evaluative essay will be based on the quality of a team research project PowerPoint presentation.**
4. **A team research paper on the challenges millennials face in this century.**
5. **One (1) individual midterm essay (informational synthesis)**
6. **One (1) individual final essay (informational synthesis) based on readings provided by the department and timed as a written examination on the day of the final.**

**[Total 6 individual essays + preliminary essay which can be used to replace a low score on the 3 major essay grades]**

**NOTE IN YOUR CALENDARS: FINAL IS Wednesday MAY 04, 2011 10:30 a.m. – 1:00 p.m.)**

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<sup>1</sup> Tentative reading list:

**Preliminary reading:**

*Raising the Bar: Employer's View On College Learning in the Wake of the Economic Downturn.* [ONLINE HANDOUT]

**Essay I:** Reich, Robert. *Why the Rich Are Getting Richer and the Poor, Poorer.* **BWR pp. 224-235.**

**Essay II:** Winn, Marie. *The Plug-In Drug.* **BWR pp. 39-41** +  
Turtle, Sherry. "How Computers Are Changing the Way We Think". *Chronicle of Higher Education.* [ONLINE HANDOUT]

Blinder, Alan S. Will Your Job Be Exported? **BWR 8-13 (optional)**

**MIDTERM reading:** Greenblatt, Alan. "Impact of the Internet on Thinking: Is the Web Changing the Way We Think?" *CQ Researcher.* 24 Sept. 2010: 773-796.

**Essay III:** Zimbardo, Phillip. *The Stanford Prison Experiment.* **BWR pp. 688-701 : combined with 3 other optional essays in BWR Ch. 12 Language and Literacy:**

Fishman, Andrea P. *Becoming Literate: A Lesson From the Amish*

Kozol, Jonathan. *The Human Cost of an Illiterate Society*

Kress, Gunther. *From Literacy in the New Media Age.*

**Preliminary essay (conclusion written in class)    Replace low score of one of first 3 essays**

3 major essays ( <b>explanatory syntheses, comparison-contrast synthesis, argumentative synthesis</b> )	20% of grade
Evaluative essay (on another team’s presentation)	15% of grade
Midterm (conclusion written in class)	20% of grade
Self-reflective (optional extra credit)	+5 points on final average
Research paper <sup>2</sup>	20% of grade
Team Presentation	05% of grade
Departmental Final (in class)	20% of grade

*QUIZZES – every 100 avg. quiz score for 3 quizzes gives students back 1 absence.*

GRADING RUBRIC – The teacher will provide the grading rubric details for the following priorities in evaluating analytic synthesis papers:

Audience/Purpose	
Thesis	50%
Development	
Organization	
Documentation	20%
Mechanics/grammar, tone, style	30%

TEAM RESEARCH PAPER focused on a specific problem:

There will be a written team-based term paper report in MLA format<sup>3</sup> (and a visual PowerPoint presentation of the report to the class) involving research, works cited and a short class presentation on the following open topic:

TERM RESEARCH REPORT ASSIGNMENT:

***Write an informative research paper on a topic related to “Millennials in Higher Education” that synthesizes ideas and concepts you will read in this class. (Explanatory synthesis is discussed in BWR Ch. 4). Address Millennials’ preferred learning styles, preferences and effective classroom techniques. Argue whether Millennials are deserving of unique pedagogies, or are they essentially no different from previous generations. One component of your paper must be an analysis of the question “Are Millennials ready to compete in the changing global workforce they must face?” Explain why you answered in the affirmative or the negative, and back it up with researched **FACTS and EXAMPLES.*****

<sup>2</sup> See Research paper topic and instructions

<sup>3</sup> Lunsford, Andrea A. *The St. Martin's Handbook*, 6th ed. Bedford/St. Martin’s, 2008. **StMH**

**You will do a team presentation on your research and recommendations and post it online for review by other classmates. Failure to do so will cost you part of your final grade.**

***The team members must each find at least 2 effective research articles from peer-reviewed journals on the issue of global competitiveness, professional competition and literacy requirements for the new “information age” the Millennials are facing. Each member’s research will be evaluated.***

**For your book or journal sources, you can use print or electronic media, and also work with the reference librarians at UTSA-JPL on how to access chapters or excerpts of books found in UTSA library databases**

**ATTENDANCE POLICY FACE-TO-FACE CLASSES:** Absences are part of the final grade calculation, and deducted as 3 pts. per each one whole absence). Only THREE (3) absences can be made up by successful completion of all Quiz Assessments. The purpose of this policy is to make sure students participate on all assignments every week and manage their time accordingly. Consistent late arrival in class or early departure will be recorded, and 3 late arrivals/early departures will constitute one unexcused absence. Student must notify instructor if involved in a medical or any other type of emergency and consideration will be given on a case-by-case basis.

**PRELIMINARY BASELINE ESSAY** All students in WRC 1013 will have a preliminary baseline essay assigned Week 1 of the semester. See ASSIGNMENTS Week 1.

### **THE WRITING CENTER (THE CENTER FOR WRITING EXCELLENCE)**

The Writing Center is located on the 2<sup>nd</sup> floor of the John Peace Library at the 1604 campus. Hours vary by semester. Writing Center Locations:

Computer Room	JPL 2.01.12 C
Tutor Room	JPL 2.01.12 D
Downtown location	FS 4.321

Tutors also available in library and in each residence hall. Check Website for tutor schedules, <http://www.utsa.edu/twc>

Professors of English, graduate English students or junior and senior English majors volunteer in the Center to assist with writing, organization, and development, grammar, and mechanics. For more information, go to the Writing Center website at <http://www.utsa.edu/twc/faq.html>

### **FINAL EXAMINATION**

All students in WRC 1013 will have a final examination. Readings will be given out one week before the exam date (May 04, 2011). Students may annotate (no full sentences) and bring the readings to class. Readings and all drafts will be collected.

**TENTATIVE SCHEDULE OF READING AND WRITING ASSIGNMENTS**  
**(SUBMITTED ON 01/07/11)**

01/11-13 –Introduction to class, syllabus. Discuss research project.

Assign active reading for preliminary essay.

Assign active reading notes on *How the Rich Are Getting Richer and the Poor, Poorer* (**BWR Ch. 5 pp. 224-235**) (Quiz 1) that is also sent to students as email attachments.

View in class *Digital Nation* + misc visuals.

Assign teams.

1/18-20 -- Discuss the process of Critical Reading and Writing, read Chapt. 1 (**BWR**)

**Preliminary essay due** – Personal opinion of external conditions impacting your life that are discussed in the white paper by Hart Associates titled *Raising the Bar: Employer's View On College Learning in the Wake of the Economic Downturn*. Optional reading: "Will Your Job Be Exported?" (**BWR Ch. 1 pp. 8-13**)

**Library orientation for readings on chosen research topic. Finalize teams and team project topic.**

1/25-1/27 Discuss writing summaries, paraphrasing, direct quotes, read Chapt. 2 (**BWR**)

– Read and summarize essay *How the Rich Are Getting Richer and the Poor, Poorer* (**BWR Ch. 5 pp. 224-235**)

2/1-2/3 Submit for review a draft of the summary of *How the Rich Are Getting Richer and the Poor, Poorer*, **BWR Ch. 5 pp. 224-235** in class for Quiz grade. Look at other student submissions as well as teacher summary of article. Modify summary.

NOTE: The Summary *How the Rich Are Getting Richer and the Poor, Poorer* counts as Quiz grade 1. The topic and outline of research paper counts as Quiz 2.

2/8 – 2/10 Start drafting an explanatory synthesis essay (**BWR Ch. 5**) about the options Reich presents in his essay for millennials in this century. Be ready to submit a working draft of this essay to your team-mates for peer review by Feb. 2.

2/15-2/17 Team Research Paper – Quizzes 3, 4 LIBRARY QUIZ FOR TOPIC and First Team Progress Report #1

2/22-2/24 Submit on BlackBoard the final draft Explanatory Synthesis Essay I – on *How the Rich Are Getting Richer and the Poor, Poorer*.

MIDTERM GRADES ON ASAP DUE Feb. 25

3/1-3/3 Read Chapter 4 (pp, 132-140) and pages 39-41 (**BWR**). Essay II assigned: Compare and contrast Winn's ideas with Sherry Turkle's "How Computers Are Changing the Way We Think." [HANDOUT] focused on writing an educated comparison contrast synthesis.

3/8-3/10 Submit draft of your comparison-contrast essay to your team mates for peer review. Second Team Progress Report – Quiz 5

3/15-3/17 SPRING BREAK

3/22-3/24 Class discussion – taking different sides of an argument with background facts.  
Discussion of thesis, outline and research ideas for team research paper.  
Discussion of storyboard, presentation strategies.  
Progress Report #3 – Team members bring your sources of research to class for review.

### MIDTERM

Read Chapter 4 (BWR), pp. 138 – 142: What is Analysis.  
Greenblatt, Fred. “Impact of the Internet on Thinking: Is the Web Changing the Way We Think?” *CQ Researcher*. 24 September, 2010. Web.  
and (optional)  
Turkle, Sherry. Interview. *Digital Nation*. PBS: Frontline.

3/29-3/31 Discuss synthesized ways you can use some of the information in your first 2 essays to inform the research work you are doing about Millennials in Higher Education and their professional and personal challenges they must deal with. MIDTERM question will also help you write on this material.  
Essay II due

4/5-4/7 Progress report #4 on each member’s research results and beginning draft of their part of the research paper. Storyboarding.<sup>4</sup>

4/12-4/14 Overview of the team research. MLA formatting of sources due as a quiz grade.  
Mixed media sources discussed. Storyboard of each student’s presentation due. (Quiz grades)

4/19-4/20 Team Presentations – Preliminary – Assign evaluative essay

Read Ch 11 – (BWR) pp. 688-701  
Zimbardo, Phillip G. *The Stanford Prison Experiment*.  
Optional additional essays (*Becoming Literate, The Human Cost of an Illiterate Society, From Literacy in the New Media Age*)  
Essay III - Argumentative synthesis between points of view from millennials about dealing with the problems of illiteracy in the XXI century.

4/26-4/28 Turn in on BlackBoard argumentative synthesis essay III (hint: discuss with team members comparison of each member’s ideas with the central idea of the essay).  
**Team final presentations;** team rough drafts of research papers due for in class review.

Final for WRC 1013.028 Wednesday May 04, 2010 FINAL COPY OF RESEARCH PAPER DUE

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<sup>4</sup> See *StMH Part 3, Ch. 12, 13, 14, 15, 16, 17 and 18 and Ch. 25 for Oral and Multimedia presentations*. Sample MLA paper in StMH is on pp. 337-347.