Instructor: Manjit Kaur
Department: The Writing Program
E-mail: manjit.kaur@utsa.edu or through blackboard

Course Description:

English 1013 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.

Materials:
Your Books
A computer with internet access
A lot of time and commitment
A fresh mind and readiness to learn (very important)

Textbooks Required:

- TITLE: Writing Program Student Handbook 2010-2011
- AUTHOR: UTSA
- EDITION:
- COPYRIGHT YEAR: 2010
- PUBLISHER: UTSA Writing Program
- ISBN:
- NEW: $14.00
- USED: $10.50

- TITLE: St. Martin's Handbook (w/2009 MLA & 2010 Upd)
- AUTHOR: Lunsford
- EDITION: 6th
- COPYRIGHT YEAR:
- PUBLISHER: Bedford Saint Martin's
- ISBN: 9780312664831
- NEW: $77.50
- USED: $58.25

- TITLE: Research & Composing in the Disciplines
- AUTHOR: Behrens
- EDITION:
- COPYRIGHT YEAR: 2011
- PUBLISHER: Pearson Custom Publishing
- ISBN: 9780558700973
- NEW: $77.25
- USED: $58.00

Coursework:
There shall be a total of four essays and one final exam. The essays will be related to the readings and will often use the readings as sources. Some essays will require additional library research. Periodic Quizzes, Reading responses, and power point presentations shall be a part of this class as well.
Class Policies:

- In complying with Department policy, I will require that you attend all classes throughout the semester. Your attendance will be based upon your participation, and the turning in of your assignments on time. If you miss to participate in more than two class discussions, I will lower your grade by a whole letter grade. Late work will not be accepted; all essay assignments should be turned on time. No exceptions!
- Students will be allowed to make-up one of their lowest essay grades; this shall be done towards the end of the semester. But, this chance will be given only to those students who did not miss, but, actually attempted the original assignment. For those who miss an assignment, there shall be no make-up.
- **Follow the netiquettes strictly.**
- Read all the assigned readings and participate in discussions. Participation plays a key role in this course.
- If you have any questions and want to get hold of me, just send me an email through blackboard, or at manjit.kaur@utsa.edu
- All assignments should be typed, double spaced and documented.
- Papers are due on the scheduled day. Late work will not be accepted.
- Students are expected to observe customary principles of courtesy and academic classroom etiquette. Do not disrupt the learning environment.
- If you fail to take your final examination, you will automatically be given an F as the final grade.

**Attendance**

Attendance will be based upon your participation, and the turning in of your assignments on time. If you miss to participate in more than two class discussions, I will lower your grade by a whole letter grade. Late work will not be accepted; all the assignments should be submitted on time.

**Philosophy:**

The purpose of the writing program is to provide opportunities for students to develop their writing skills and critical thinking skills to communicate in the academic community and in the workplace.

**Evaluation:**

- Two response papers 24% (12% each)
- Two Research papers 30% (15% each)
- Quizzes, exercises, and tests 8%
- Online discussions 5%
- Two PowerPoint presentation 8%
- Final Exam 25%

**Late Work:**

Late work will not be accepted.

**Criteria for Grading:**

The Standard grading scheme will be used to grade this course: A = Outstanding, B = Above Average, C = Average, D = below average but passing, F = Failure. A W will be given to a student who withdraws through the first nine weeks of the semester with a passing grade and an F to one who withdraws with a failing grade.

For detailed description see p. 13 of the Writing Program Student Hand Book.

**Scholastics Dishonesty:**
The Information Bulletin of UTSA states the following:
The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work.

Scholastic dishonesty includes, but is not limited to:
- Cheating on test or other class work
- Plagiarism (the appropriation of another's work and the unauthorized incorporation of that work in one's own written work offered for credit)
- Collusion (the unauthorized collaboration with another person in preparing college work offered for credit)

Should a student be accused of scholastic dishonesty, the faculty member may initiate disciplinary proceedings.

The writing you do in all courses must be your own. Sometimes, however, students commit plagiarism because of the failure to understand its meaning. For this reason we offer an extensive definition of plagiarism:

- Failure to acknowledge the sources of information which is neither common nor personal knowledge. Your instructor will clearly explain documentation, and you are expected to use it in all work where it is appropriate.
- Failure to place another's direct words in quotation marks or to indent in the case of longer quotations. If a passage is copied in the exact words of the original text, it must be placed in quotation marks in addition to citation of the source.
- Failure to document a source that has been paraphrased. When you use information from a source, put the ideas into your own words, and if you use any phrases of the original text, be sure to place those phrases in quotation marks. This material too must be clearly documented.

The definition of Collusion follows:
Collusion is collaborating with another person to prepare work presented for credit. Collusion includes allowing someone else to write or to edit your papers.

**Weekly Schedule (Tentative)**

Research & Composing in the Disciplines (RCD)
The St Martin's Handbook – (SMH)
Homework – (HW)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and source material</th>
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<tbody>
<tr>
<td>1</td>
<td>1/10 - 1/14</td>
<td>Read the syllabus and all other instructions carefully. Formally introduce yourself to the class; this will be your attendance for the week. <em>(Introductions should be completed by 1/14: Friday before noon).</em></td>
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<td>2</td>
<td>1/18 - 1/21</td>
<td><strong>1/17 Monday Martin Luther King, Jr. Holiday</strong>&lt;br&gt;&lt;br&gt;<strong>Read:</strong> (SMH) Chapter 46, p. 710 – 726 and take the comma quiz&lt;br&gt;<strong>Quiz:</strong> Complete the comma quiz. The quiz will be made available on Blackboard on the 18th of January <em>(Due 1/21: Friday before noon)</em>&lt;br&gt;<strong>Diagnostic:</strong> Detailed prompt will be posted on Blackboard. The Diagnostic will be made available on the 18th of January and will be due on the 21st - before 12 noon.</td>
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<td>3</td>
<td>1/24 – 1/28</td>
<td><strong>Census Date Jan. 26 (Wednesday 5 pm)</strong>&lt;br&gt;&lt;br&gt;<strong>Lecture:</strong> (RCD) p. 72 - Chapter 3: Introductions, Theses, and Conclusions&lt;br&gt;Topic: Thesis Statement, topic sentences and other basic elements of developing an essay.&lt;br&gt;You will be given a test based upon this lecture. The quiz will be made available on Blackboard on the 24th of January <em>(Due 1/28: Friday before noon)</em>.&lt;br&gt;&lt;br&gt;<strong>Assignment:</strong> Write strong controlling thesis statements based upon the provided general topics. The assignment will be made available on the 24th of January <em>(Due 1/27: Thursday before noon)</em>.&lt;br&gt;On time submission of the assignment and the quizzes, will be the attendance for this week.&lt;br&gt;&lt;br&gt;Read (RCD): Deborah Tannen - “Sex, Lies, and Conversation: “Why Is It So Hard for Men and Women to Talk to Each Other?” <em>(464)</em>&lt;br&gt;Natalie Angier - “Why Men Don’t Last: Self Destruction as a Way of Life” <em>(432)</em></td>
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<td>4</td>
<td>1/31 - 2/4</td>
<td><strong>Lecture:</strong> The Process of Writing a Comparison and contrast paper&lt;br&gt;&lt;br&gt;<strong>Lecture II:</strong> <em>(RCD)</em> p. 67  MLA In-text Citations in Brief. &amp; <em>(SMH)</em> Documenting sources MLA style chapter 18 - p. 300&lt;br&gt;Topic: MLA Documentation and use of source&lt;br&gt;&lt;br&gt;Week 7, you will be given a test based on lecture II.&lt;br&gt;&lt;br&gt;<strong>Discussion 1:</strong> Based upon the assigned readings, open a class discussion.&lt;br&gt;(Discussion should start on 1/31 and will be closed at noon on 2/4).&lt;br&gt;Analysis the assigned readings and give personal opinion about the issue.&lt;br&gt;Read the postings by other students, and comment or ask questions. Each student has to ask at least two different questions to two different students.&lt;br&gt;Your participation in the discussion will be your attendance for the week. I expect to see each student's name on the discussion board at least four times.&lt;br&gt;  a) First, when you post your response.&lt;br&gt;  b) Second, when you post your two questions to the first student.&lt;br&gt;  c) Third, when you post your two questions for the second student.&lt;br&gt;  d) Fourth, when you answer the questions that were raised to your original posting.&lt;br&gt;Details will be provided in the assignment</td>
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<td>5</td>
<td>2/7 – 2/11</td>
<td><strong>1st Response Essay:</strong> Based on the previously assigned readings, you will be given the topic to write the first response essay. Detailed prompt will be provided on Blackboard. <strong>Essay due on 2/11: Friday before 12 noon. The prompt will be made available on the 2nd of February</strong></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Study Area</td>
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| 6    | 2/14 – 2/18 | **Lecture:** (RCD): p. 91 - Chapter 4 – Explanatory Synthesis  
Topic: Conducting research (SMH) chapter 13 p. 222  
Week 7, you will be given a test based on lecture II and MLA Documentation.  
2/14 Start your research project. All your sources should be academically scholarly sources. |
| 7    | 2/21 – 2/25 | **Lecture:** Discuss Drawing Inference, & Presenting sources to others  
**Test:** MLA documentation and conducting research (Due 2/23: Wednesday before 12 noon). The test will be made available on the 21st of Feb.  
**1st Research Essay:** Use library sources and readings. The essay is due on Friday 2/25 before 12 noon. You will not only turn in your essays, but also submit power point presentation based on your essay (presentations are due next week). Details will be discussed in the prompt.  
**Issue:** Optional |
| 8    | 2/28 – 3/4  | **Presentations** should start on 2/28 and will be closed at 12 noon on 3/4.  
Go over all the presentations posted by other students, and comment or ask questions based upon the topic/issue. Each student has to ask at least two different questions to two different students. Details will be provided in the assignment  
**Read:** (RCD) “The State of Our Unions” by David Popenoe and Barbara Dafoe Whitehead - P. 362  
“American Marriage in Transition” by Andrew J. Cherlin (p.392) &  
“Will Your Marriage Last” by Aviva Patz (p.415) |
| 9    | 3/7 – 3/11  | **Lecture:** Writing a Cause and effect paper  
**Discussion 3: Discussion 2:** Based upon the assigned readings, open a class discussion.  
Read the postings by other students, and comment or ask questions. Each student has to ask at least two different questions to two different students.  
(Discussion should start on 3/7 and will be closed at 12 noon on 3/11).  
Your participation in the discussion will be your attendance for the week. I expect to see each student’s name on the discussion board at least four times.  
a) First, when you post your response.  
b) Second, when you post your two questions to the first student.  
c) Third, when you post your two questions for the second student.  
d) Fourth, when you answer the questions that were raised to your original posting.  
Details will be provided in the assignment |
| 10   | 3/14 – 3/18 | **SPRING BREAK (Classes will not meet).** |
| 11   | 3/21 – 3/25 | **2nd Response Essay:** Based on the previously assigned readings, you will be given the topic to write the second response essay. Detailed prompt will be posted on blackboard.  
**Essay due on 3/25:** Friday before 12noon. |
| 12   | 3/28 – 4/1  | **Lecture:** Writing a definition essay  
**Star working on your research paper:** Students will be given the option to choose their own topics. Detailed prompt will be posted on Monday 3/28 |
| 13   | 4/4 – 4/8   | **2nd Research Essay:** Use library sources and readings to thoroughly support your argument.  
**This essay will be due on Wednesday 4/6 before 12 noon**  
You will not only turn in your essays, but also submit power point presentation based on your essay (presentations due next week). Details will be discussed in the prompt. |
|   |   | **Issue:** Optional  
Late work will not be accepted.  
  
|   | 14 | **Presentations** should start on 4/11 and will be closed at 12 noon on 4/15.  
Go over all the presentations posted by other students, and comment or ask questions based upon the topic/issue. Each student has to ask at least two different questions to two different students. Details will be provided in the assignment  
  
|   | 15 | **Make-Up Week:** If you had an essay that you did not get a grade for or you got a grade lower than 70. This week is your chance to make up that low grade. Detailed prompt for the make-up paper will be posted on the 18th of April and the paper will be due on the 22nd – before noon.  
  
|   | 16 | This week, the final examination reading packets will be made available online.  
4/28 – 4/29 Student study days. Classes will not meet.  
  
|   | 17 | **Final Exam Week**  
Final Examination paper is due on the 2nd of May, Monday before 12 noon. The Prompt will be made available on the 30th of April.