WRC 1013 Freshman Composition I
The Writing Program
The University of Texas at San Antonio

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Office Hours: Tuesday/Thursday 10:15-11:15 A.M.
Course Sections:
WRC 1013 Section 902: T/R 8:30-9:45 A.M.
WRC 1013 Section 903: T/R 11:30-12:45 A.M.

CATALOG DESCRIPTION
Freshman Composition "focuses on academic writing. Reviews principles of the writing process and of using sources for writing. Introduces organizational patterns, summary and paraphrase, analysis, evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. Includes attention to forms of oral and visual communication and extensive library research and documentation."

TEXTBOOKS

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

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

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

FOSTER
- Identify and solve problems

DEVELOP
- 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

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

Course Context:

Requirements: Consistent and regular class attendance, active participation in class meetings, competent and timely completion of course assignments. Proficiency in grammar, punctuation, and other sentence skills is an important component to this course. As this is a reading and writing course, be prepared to do a great deal of both.

Course Goals and Objectives: The purpose of this course is to discover, develop, define, and re-define thinking-writing processes. During these sixteen weeks, students will develop critical thinking and expository writing skills that will constitute acceptable academic writing. The goal is to connect critical thinking, creative thinking, thoughtful writing, and productive reading.

Writing: You will write a total of six essays for this course (including the final exam). The two in-class essays will be between 4-6 pages, or approximately 1000-1500 words. The three out-of-class essays will be between 5-7 pages, or approximately 1250-1750 words. The final exam will be between 6-8 pages, or approximately 1500-2000 words. All out-of-class essays will be typed and double spaced and will follow guidelines outlined in “Written Assignments” section of syllabus. Each paper will have the components of synthesis and analysis and cover such essay types as Definition, Compare/Contrast, Classification, Cause/Effect, and Process Analysis. This is a writing class and as such the focus of your writing will be on learning to formulate your ideas in a coherent, communicative style, while always keeping your audience in mind and concentrating on analysis, synthesis, explanation, and exposition. You will be expected to document all sources according to MLA format. All out of class essays will be subject to peer review workshops. IF YOU ARE NOT PRESENT AT WORKSHOP, YOU WILL NOT BE ALLOWED TO TURN IN THE TEACHER DRAFT OF YOUR ESSAY! As part of your practice in communication you will be required to give an oral presentation as part of essay 5.

Grammar/Mechanics—Special care should be taken in the use of grammar in your writing in order to prevent a barrier between the writer and the reader.
Format of Written Assignments – All work is to be submitted in MLA style guidelines. These are: one inch margins top, bottom, and sides; double-spaced throughout; headings in upper left-hand corner (Your Name, Prof. Piña, Section #, Date, Title of Assignment); last name and page number on each page in upper right hand corner; stapled in upper left-hand corner; Times New Roman, 12-point font. If you are using Word 2007, you need to turn off the function that places an extra space after each paragraph. It is located under “paragraph,” and “spacing.” Any paper not meeting these basic formatting guidelines will be returned to the writer, unread, and the grade will be recorded as a zero. It will be the responsibility of each student to keep a copy of each assignment. In the event a paper is lost, the student will be asked to submit a duplicate. Please attend to this promptly. ALL ASSIGNMENTS MUST BE PRINTED BEFORE CLASS BEGINS! I DO NOT ACCEPT EMAILED ASSIGNMENTS!

Deadlines – Deadlines have to be met. Assignments are due at the beginning of class, not whenever you wander into class. Late papers will generally not be accepted. However, at the teacher’s discretion, points will be deducted each day the assignment is late starting on the day it is due.

Plagiarism – Plagiarism is the theft of intellectual property, that is, stealing the thoughts and writing of another and presenting them as your own. Academic dishonesty, the use of someone else’s work, words, or ideas without appropriate acknowledgment, will result in a ZERO for the assignment. If you plagiarize, I will also be forced to have you fill out a report that you plagiarized which will be given to the University and placed PERMANENTLY in your academic record.

Grading – I do not like giving grades. However, I must. Please do not take them personally, as they are not meant to be such. They reflect how well you have performed on a particular assignment. I believe in grading from an “Appreciative Inquiry-like” perspective. I will always begin by telling a student what he or she did well and then we will discover what needs to be improved.
Your final grade will be cumulative. Your grade is a point value and depends on the amount of work and effort you put into the class and your work.

Total possible points: 100
2 in class essays: 5 points possible per paper
3 workshop drafts of papers: 5 points possible per paper
3 teacher drafts of papers: 10 points possible per paper
1 presentation: 5 points possible
10 writing assignments: 2 points each
Final Exam Essay: 15 points
Attendance and participation: 5 points

Grading Scale:
100-90 - A
89-80 - B
79-70 - C
69-60 - D
59 and lower – F

GRADING RUBRIC (may be modified as needed, but these items must be considered in the evaluation)
Audience/Purpose
Thesis 50%
Development
Organization
Documentation 20%
Mechanics/grammar, tone, style 30%

MIDTERM GRADES
About the fifth week of class, professors will assign mid-term grades to all first semester freshmen. Because mid-term grades come 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 required.
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 the last week of classes; post specific date on the syllabus. (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 (SB 1231) 6 course drop policy in their college career. (Courses dropped at any public institution of higher education will count toward the limit. Courses dropped prior to the census date will NOT count toward the limit.)

THE WRITING CENTER
The Writing Center is here to serve students. We have trained student, and occasionally, some Writing Program professors volunteer 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 tutors are available 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.
In October 2010, all 1604 Writing Center locations will move to the main floor of the JPL.
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 1013 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.

Attendance and Participation – Students are expected to come to class and they are expected to be punctual. Tardiness and early departure from class are forms of absenteeism. Students are allowed four absences: that is the equivalent of missing two weeks of classes. There are no excused absences, so be careful when you miss class as you might need that absence later for emergency purposes. Students will lose points off of their final grade after the fourth absence. (I take role 5 minutes after class is scheduled to begin. If I have taken role and you come to class late, you will be counted absent. However, because classes cannot be made up, I urge you to stay. Four absences and we need to talk. If an emergency comes up, please let me know as soon as possible so that arrangements may be made. If you know you are going to absent in advance, please email me as soon as you know so that you may turn in your work ahead of time. All work is due regardless of whether you are in class or not.) Participation is extremely important, especially during class discussions. Attendance and participation is worth 5% of your grade.

Course Etiquette-Please put your telephones away. If a student is using his or her telephone during class, the student will be asked to leave whether the phone is put away at the time of request or not. The same holds true for the use of laptops or other electronic devices in class. If a student is working on something other than class work, the student will be asked to leave. If the student is sleeping in class, the student will be asked to leave. Eating and drinking in class are allowed provided that the student cleans up after themselves and the food/drink is not messy, smelly, or otherwise distracting. Also, this course will require discussion on many different topics; sometimes these discussions cover sensitive topics. All students should be respectful of one another. Disagreements are always acceptable, insults are never acceptable. Also, please bring your books to every class in case we need to refer to something.
Course Outline

Caveat:
This syllabus might change. It is your responsibility to keep current.

Week One: 1/10-14
Day 1
- In class: Course Introductions, syllabus, class expectations, plagiarism, etc.
- **Homework:** Writing assignment #1: short informative essay

Day 2
- In class: Why we read and write, critical reading strategies, author and audience
- **Homework:** Read chapter 1 in *Research and Composing*, pages 2-5 and 8-20 in *The Writing Program Handbook*, bring pg. 85 and 5 blue books to class

Week Two: 1/17-21
Day 1
- In class: Discussion of critical reading, summarizing, and paraphrasing
- **Homework:** Read chapters 1 and 2 *St. Martin's Handbook*

Day 2
- In class: discussion of grammar in writing
- **Homework:** Read chapters 2 and 3 in *Research and Composing*. **Writing Assignment #2:** 1-2 page response #3 pg. 55

Week Three: 1/24-28
Day 1
- In class: discussion quotation use, introductions, theses, and conclusions, essay 1
- **Homework:** **Writing Assignment #3:** topic, notes, and outline for essay #1

Day 2
- In class: discussion of essay #1
- **Homework:** prep for essay #1, readings from chapter 5 in *Research and Composing*

Week Four: 1/31-2/4
Day 1
- In class: Essay #1
- **Homework:** Read chapter 4 in *Research and Composing*, and pages 32-80 in *The Writing Program Handbook*

Day 2
- In class: discussion of explanatory synthesis
- **Homework:** **Writing Assignment #4** library exercises from pages 32-80 in *The Writing Program Handbook*, readings from chapter 6 in *Research and Composing*

Week Five: 2/7-11
Day 1
- In class: Discussion of green power, **Essay #2**
- **Homework:** **Writing Assignment #5** Topic and thesis of essay #2

Day 2
- In class: discussion of green power
- **Homework:** work on Essay #2

Week Six: 2/14-18
Day 1
- In class: Writing workshop for Essay #2
- **Homework:** Readings from chapter 7 in *Research and Composing*

Day 2
- In class: discussion of marriage and family in America

Week Seven: 2/21-25
Day 1
- In class: discussion marriage and family
- **Homework:** Bring 2 current articles about marriage and family in America

Day 2
• In class: Discussion of articles, Essay #2 due
• Homework: Writing Assignment #6 Outline/notes for Essay #3

Week Eight: 2/28-3/4
Day 1
• In class: Essay #3 in class
• Homework: Readings from chapter 10 in Research and Composing, Writing Assignment #7 Topic, thesis, and organizational notes for essay #4
Day 2
• In class: discussion of fairy tales, Cinderella in literature and film
• Homework: Readings from chapter 10 in Research and Composing, work on essay #4

Week Nine: 3/7-11
Day 1
• In class: Writing workshop for Essay #4
• Homework: Writing Assignment #8
Day 2
• In class: internet sources
• Homework: Writing Assignment #9 Readings from chapters 8 and 9 in Research and Composing

Week Ten: 3/14-18
• SPRING BREAK-NO CLASSES

Week Eleven: 3/21-25
Day 1
• In class: Discuss Essay #5, presentations, gender and advertising
• Homework: Writing Assignment #10 examples of advertisements, Read in St. Martin’s Handbook pg. 143-4, 483-502
Day 2
• In class: Essay #4 teacher draft due, discussion of homework
• Homework: work on essay #5

Week Twelve: 3/28-4/1
Day 1
• In class: Writing workshop for Essay #5
• Homework: prepare for presentations
Day 2
• In class: Essay #5 presentations

Week Thirteen: 4/4-8
Day 1
• In class: Essay #5 presentations
Day 2
• In class: continue Essay #5 presentations if necessary, individual conferences
• Homework: Revise Essay #5

Week Fourteen: 4/11-15
Day 1
• In class: Essay #5 due
• Homework: Read in St. Martin’s Handbook pg. 903-910, Readings from chapter 12 in Research and Composing
Day 2
• Discuss language and literacy

Week Fifteen: 4/18-22
Day 1
• In class: discussion of language and literary, final exam
• Homework: Prep. for final
Day 2
• In class: student conferences
• **Homework:** Prep. for final

**Week Sixteen:** 4/25-29  
**STUDY DAYS**  
**Week Seventeen:** 5/2-6  
**FINAL EXAM**  
WRC 1013 903 (11:30 AM - 12:45 PM) Tuesday 3-May 10:30 PM - 1:00 PM  
WRC 1013 902 (08:30 PM - 09:45 PM) Thursday 5-May 7:30 AM - 10:00 AM