



WRITING STUDIES



ENGL 3210: Introduction to Writing Studies

Fall 2021 | [Dr. Heard](#) | TuTh 9:30 am – 10:50 am | AUID 212

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Basic Information

Welcome to Rhetoric and Writing at UNT! As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Instructor Contact Information:
Dr. Matthew Heard, Associate Professor. Email me at matthew.heard@unt.edu

Catalog Description: 3 hours. Broad-based study of the intersecting social, material, political and institutional discourses that shape the theory, philosophy, history and practice of writing.

Prerequisite(s): None

Course Description

ENGL 3210, Studies in Writing, aims at helping students get better at writing by stepping back and asking big questions about the origins, habits, theories, and practices that make up what we call “writing.” The course is organized around these three themes:

1. Is writing required for higher-order reasoning?
2. Is literacy necessary for citizens?
3. Is writing capable of serving as a form of discipline, or even as a weapon?

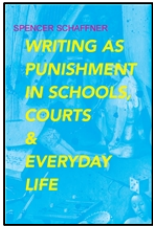
In order to address these questions, we resist assuming that writing is easily recognized as a skill to master or control. Instead, we approach writing as strange, mysterious, and important to our lives—a habit and practice that is not “natural” but learned. Overall, our goal will be to allow ourselves new space to think carefully about writing and get better at recognizing what writing “needs” from us.

“Writing needs us more than we need it.”

MATTHEW BATTLES,
PALIMPSEST



Required Materials:



We will use a **course reader** for the majority of our readings, which will be made available to you in class.

Additionally, we will read from Schaffner, Spencer. *Writing as Punishment in Schools, Courts, and Everyday Life*. Tuscaloosa: U of Alabama

P, 2019. This book is available at [UNT Barnes and Noble](#).

Evaluation and Grading:

Assignments

Note: To earn a passing grade, you must complete all of the major assignments for the course.

- 20% Discussion Question Responses (DQRs)
- 25% Quizzes and other Class Assignments
- 20% Midterm Project: Article Analysis
- 25% Final Project: Research in Writing Studies
- 10% Overall Participation in the course

100% - Total

Grading Policies

This course has a demanding reading and writing load commensurate with an upper level English class. Students will be expected to **read all assigned texts carefully** and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of your class time will be spent discussing course readings, practicing writing, and working together collaboratively. If you do not understand or need help, please make arrangements to talk to me right away.

Rubrics and Scoring Systems

For the purposes of this course,

- **“A” WORK** will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context
- **“B” WORK** will constitute a final score of 80-89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original

- **“C” WORK** will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or effectiveness
- **“D” WORK** will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates
- **“F” WORK** will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

“Writing and the alphabet [...] lead human beings to the parting of the ways where the very meaning of their lives, and more particularly of their civilization and social cohabitation, is at stake.”

CARLO SINI, *ETHICS OF WRITING*

Assignments Overview

Discussion Question Responses (DQRs)

Each week, we will have at least one discussion question that asks you to reflect carefully and critically on the ideas brought up in the course readings for the week. For these discussions, you will be required to post a thoughtful response on Canvas before class. Your posts should meet the following requirements:

- They must be 300-400 words in length.
- They must reference at least one specific passage from the course readings for the week
- They must offer insightful, relevant engagement with the readings for the week and avoid simply



summarizing or “liking” the readings for the week.

- They should offer up something that others can respond to: pose a question, offer an interesting take on an idea, or point to something from other readings or your life that connects to the question.

Quizzes and other Weekly Assignments

Each week, we will likely have a short content-based reading quiz over course readings and previous class content. These quizzes will focus on key terms and ideas, and they should be relatively easy if you have done the reading.

Major Assignments

MIDTERM PROJECT: ARTICLE ANALYSIS

For this brief *rhetorical analysis* writing assignment early in the semester, you will write an analysis or report on an article or book relevant to one of the core questions we have been asking this semester about writing. You will need to find your article using academic, library sources. Examples and suggested places for research will be posted on Canvas during the semester.

FINAL PROJECT: RESEARCH IN WRITING STUDIES

For your final project, you will use several academic sources to write about a topic from our course readings and discussions, such as translanguaging, literacy, or writing and discipline. You will need to demonstrate a working background knowledge of 2-5 specific sources, and your research should offer insights into your topic through synthesizing information, offering new ideas or solutions, or highlighting an area of research that has been underexplored. The final project will require both a written document (report, proposal, essay, etc.) and a separate self-analysis that offers your reflection on your writing and learning for this project. Additional information and specific details will be provided in class and on our Canvas site later in the semester.

Overall Participation in the course

A final part of your grade for the course will be your overall participation. Although I expect everyone to be active in class discussions, part of participation will also include your activity in assignments, discussion boards, and other in-class activities.

Instructor Policies and Expectations:

Attendance and Absences:

UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. Please arrange any planned absences with me ahead of time in order to avoid penalization. Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President.

Communication Expectations:

Please communicate with me formally through my UNT email address, matthew.heard@unt.edu. When you write me, please include the subject of your email in the subject line, and write your email with appropriate salutations and grammatical language. Note that I am not able to discuss any information relating academic records through email. I ask that you also remember the following guidelines in your communications with me:

- Treat all communications professionally. Think about spelling and grammar and double-check your response before hitting send or reply. Consider the purpose of any uses of slang or other icons, graphics, or memes.
- Please use my title in all communications (Dr. Heard).
- Think about your tone, and remember that email cannot convey nonverbal cues that provide clarity and context in face to face conversations.
- Take care to respect the personal identities and privacy of yourself, of me, and of others. Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture. Also think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or classroom performance.
- Please also check the syllabus before you ask me a question about an assignment or course schedule. It helps me if you can also let me know you checked the syllabus before writing, since I



put significant time into creating the schedule and the syllabus.

- In your email subject line, it helps to be descriptive and not vague. Since I receive a lot of emails, I need to identify your question and problem as quickly as possible. For a sample email, read this article, “How to Email Your Professor.”
- For any online posts in our course, please read the directions and all the messages in a thread before replying so you do not repeat something one of your peers may have already said. Additionally, avoid replies such as “I agree” and instead explain why you agree or do not agree. Also, share examples, citations, and other sources that have supported your conclusions.
- Remember that if you disagree with anything in class, please refrain from making personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

Instructor Responsibilities and Feedback

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide feedback on your written work. In general, you can expect me to have feedback and grades returned to you within two weeks of the submission date for each assignment.

Disruptions:

Excessive disruptions of our class time—including posting inappropriate or inflammatory comments or harassing others online—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same.

Participation and Civility:

We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all in-class and online interactions. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement,

do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion posts
- Completing all assignments on time
- Coming prepared to conferences/office hours

You also can visit the Engagement Guidelines page at <https://clear.unt.edu/online-communication-tips> for more information.

Using Canvas:

Announcements, grades, and some discussions, assignments, and activities for this course will all be handled within UNT’s CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course.

All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see <https://community.canvaslms.com/docs/DOC-10701>. If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: helpdesk@unt.edu, Phone: 940-565-2324.

You also need to make plans to have a backup way to access the technology each week: another computer; the local library; or perhaps the UNT campus. Not having access to the course will not excuse you from the workload each week.

Formatting Your Assignments:

All written assignments need to be typed and either brought to class or submitted online to our CANVAS site. For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1). Please also include a date and the course number (ENGL 3200). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1”) margins, and double-spacing. Assignments are due at the beginning of class on the date indicated by the assignment prompt.

Late or Missed Assignments:



All papers are due by class time on the due date (or by the date specified in Canvas). **Late work may not be counted, or may be penalized severely for each day late.** It is up to you as a student to make arrangements with me. Additionally, I will not grade subsequent assignments from any students until all previous assignments have been completed, and you cannot pass the course if you have not received a grade for all major assignments. Please meet with me as soon as possible if you miss a deadline for an assignment.

Exceptions for technical outages: UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Using the UNT Writing Center:

It is always a good idea to schedule an appointment with the UNT Writing Center to request extra help with all of your assignments for this class. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft.

Mandatory Reporting

It is important to know that your teacher, as a State employee, must report any instances of sexual

misconduct, including sexual harassment, sexual assault, dating violence or stalking against a student or employee to the institution's Title IX Coordinator or a Deputy Title IX Coordinator.

Please note that the Title IX office at UNT keeps your information private and only shares it with those who need to know in order to provide care for you and help keep you safe. If you have any questions or concerns about sexual violence, please contact the UNT Survivor Advocate at SurvivorAdvocate@unt.edu or call the Dean of Students Office at 940-565- 2648. You also can visit the Counseling and Testing Services site for more information.

Syllabus Change Policy

I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus.

Additional UNT Policies and Syllabus statements

Visit our course Canvas site for the *Syllabus Appendix*

Additional course policies and syllabus statements will be available on our course Canvas site. These policies reflect the most up-to-date recommendations and policies for UNT.

Schedule of Readings and Assignments

- This assignment schedule is subject to change. Check our course Canvas site for updates to the schedule
- All assigned readings will be due by class on the day assigned; assignment details and deadlines will be indicated on our course Canvas site
- All readings are from our Course Packet except for the 📖 WRITING AS PUNISHMENT readings in Weeks 11-14

UNIT	Week	TUE	Topic and Readings	THUR	Topic and Readings
Course Intro	WK 1	24-Aug	<u>Course Intro</u>	26-Aug	<u>Course Themes</u> • SOLDAN – “Artificial” (Short Story)
UNIT 1: Writing and Thinking Origins	WK 2	31-Aug	<u>Questions: Writing and Thinking</u> • BATTLES, “Minds as Page” • BATTLES, “Books in Running Brooks”	2-Sep	<u>Questions: Writing and Thinking</u> • SINI, “Writing” from <i>Ethics of Writing</i>
	WK 3	7-Sep	<u>Ancient Writing Systems</u> • JOHN, “Humble Beginnings” • ALTMAN, “Beginnings” from <i>Absent Voices</i>	9-Sep	<u>Invention of the Alphabet</u> • JOHN, “The Alphabet Revolution” • CROSS, “Invention of the Alphabet”
	WK 4	14-Sep	<u>Ideograms and Pictographs</u> • INGOLD, “Drawing, Writing” from <i>Lines</i> • TINNEY, “The Uses of Writing”	16-Sep	<u>Ideograms and Pictographs</u> • ROBINSON, “Chinese and Japanese Writing” • PRAGER, “Phonology in the Chinese Script”
	WK 5	21-Sep	<u>Early American Writing</u> • RIOS, “Andean Relational Ontologies” • URTON, “Reading the Inka Khipus”	23-Sep	• <u>UNIT 1 REVIEW</u>
	UNIT 2: Consequences of Literacy	WK 6	28-Sep	<u>Literacy and Thought</u> • ONG, “Writing Restructures Consciousness”	30-Sep
	WK 7	5-Oct	<u>Consequences of Literacy</u> • SCRIBNER and COLE, “Unpackaging Literacy” • <i>Beginning of WF for nonattendance</i>	7-Oct	<u>Consequences of Literacy</u> • HALVERSON, “Goody and the Implosion” • STREET, “A Critical Look at Walter Ong”
	WK 8	12-Oct	<u>Literacy and Racism</u> • CANAGARAJAH, “End of Second Language Writing” • BAKER-BELL, “Dismantling Anti-Black Linguistic Racism”	14-Oct	<u>Literacy and Racism</u> • YOSSO, “Whose Culture Has Capital?”
	WK 9	19-Oct	<u>Literacy and Power</u> • INOUE, “Why I Left the CWPA” (online) • YOUNG, Connections Interview (online video)	21-Oct	<u>Translanguaging</u> • Choice of Readings – Provided on Canvas
	WK 10	26-Oct	<u>Translanguaging</u> • Choice of Readings – Provided on Canvas	28-Oct	<u>UNIT 2 REVIEW</u>
UNIT 3: Writing as Punishment	WK 11	2-Nov	• 📖 SCHAFFNER, Writing as Punishment Ch. 1		• 📖 SCHAFFNER, Writing as Punishment Ch. 2
	WK 12	9-Nov	• 📖 SCHAFFNER, Writing as Punishment Ch. 3		• 📖 SCHAFFNER, Writing as Punishment Ch. 4
	WK 13	16-Nov	• 📖 SCHAFFNER, Writing as Punishment Ch. 5		• 📖 Writing as Punishment - Discussion
	WK 14	23-Nov	• Review and Discussion	25-Nov	** THANKSGIVING HOLIDAY **
READING WEEK	WK 15	30-Nov	• Project Reports	2-Dec	• Project Reports • **DUE: Final Project**
FINALS	WK 16	7-Dec		9-Dec	• FINAL EXAM: 8:00 am – 10:00 am