

ENGL 1310.061 | College Writing 1

Home

"I feel that as long as the Shire lies behind, safe and comfortable, I shall find wandering more bearable: I shall know that somewhere there is a firm foothold, even if my feet cannot stand there again."

J. R. R. Tolkien

Instructor

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Office Hours

GAB 543
M 1:00-2:30 p.m.
W 4:00-5:30 p.m.

Class Time & Location

MWF 11-11:50 a.m., LANG 201

Note: This syllabus provides the framework for the social contract of this course. You are accountable for the information it contains, and for complying with all Instructor and University policies pertaining to this course.

Required Materials

[Find Books at B&N UNT](#)

- *An Insider's Guide to Academic Writing for UNT's First-Year Writing Program*, 2018-2019 (Susan Miller-Cochran, Roy Stamper, Stacey Cochran) ISBN# 9781319229269
- *Housekeeping* (Marilyn Robinson) ISBN# 978-0312424091
- *Evicted* (Matthew Desmond) ISBN# 978-0553447453
- Supplementary Course Readings (provided through our Macmillan course website: <https://courses.hayden-mcneil.com/>) **Do not discard the card included with the course pack.** You will need this to access supplemental online readings.
- Notebook or journal for your Commonplace Book (Hupomnemata)

Bring the assigned text to class every day. Students who do not bring the assigned text to class may be asked to leave and will receive a 0 for engagement for that class.

Catalog Description

3 hours. Writing as a means of ordering and shaping experience, information and ideas. Emphasis on perfecting texts through several drafts.

Core Category

English Composition and Rhetoric

Course Competencies

- Hone and develop writing skills through practice, repetition, and careful attention to style and strategy
- Practice rhetorical listening; taking an open and engaged stance towards others and their perspectives
- Learn to craft arguments for academic disciplines using rhetorical genres
- Learn to recognize and respond to arguments in our everyday experiences
- Learn rhetorical terms to gain fluency in argumentation
- Think critically about arguments and texts
- Understand revision as a collaborative, recursive process
- Understand the ethical dimension of argumentation—including crediting and documenting sources, using persuasive strategies ethically, and analyzing ethical implications of argumentation
- Collaborate with others openly and tactfully

Core Objectives

This course addresses the following University Core Curriculum Objectives:

- **Critical Thinking Skills**, including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**, including effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills**, including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork**, including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**, including the ability to connect choices, actions and consequences to ethical decision-making

Assignments and Units

The course is composed of 5 units:

- **Unit 1: Argument Description**

- Assignment: Select an essay from the required course readings and describe how the writer presents his or her argument. Your description should identify the writer's purpose and audience in order to describe the other aspects of the argument, which include arrangement, evidence, implications, and word choice. A successful argument description does not evaluate the writer's claims. Instead, it documents the qualities of the argument so that you can evaluate it more precisely.

- **Unit 2: Argument Analysis**

- Assignment: Select an essay from the required course readings and analyze an ethical problem that it raises. Your discussion of the ethical problem should work from the writer's stated purpose (what is he or she trying to accomplish?) and target audience (who is the argument directed toward?). Be sure to describe the ethical problem in detail, using evidence from the essay or book to support your claims. Then, identify the potentially helpful or harmful consequences (or, implications) that will occur if audiences are persuaded by the writer's argument. When identifying these consequences, you must cite passages from the essay as evidence and provide analysis to support your claims. In the conclusion, you should propose a solution to the ethical problem that you have analyzed, offering justification for your recommendations (with evidence and analysis) and anticipating potential counterarguments.

- **Unit 3: Argument Revision**

- Assignment: Revise your argument analysis essay (from Unit 2) in a substantive way, which means focusing on both the essay's content and style. As with the previous two units, you will focus on revising your essay with an eye toward its purpose, audience, arrangement, evidence, implications, and word choice. The first step to revising your essay is to produce a revision memo that responds to your instructor's feedback from the previous unit. Your revision memo will be comprised of four parts: 1. You will write an executive summary that reflects on how your instructor's questions and comments suggest areas of improvement. 2. You will respond in writing to the questions that your instructor raises. Your response should be elaborate and practice the methods of analysis you have learned to this point. 3. You will develop a revision plan that includes specific strategies for improving your essay's content and style. Again, please focus on your essay's purpose, audience, arrangement, evidence, implications, and word choice. 4. You will raise a series of questions that signal where you need help. To complete the unit, you will submit a revised essay that will be included in the final portfolio assignment in Unit Five.

- **Unit 4: Collaborative Single-Work Interview**

- Assignment: A single-work interview will help you develop effective habits for close reading and group collaboration. As an added benefit, this assignment will prepare you for the Writing Program's invited guest lecture in the spring semester. For more instructions, see your textbook, UNT 34-35.
- **Unit 5: Portfolio & Executive Portfolio Summary**
 - Assignment: A portfolio is a collection of documents that demonstrate how you have developed as a writer over the course of a semester. An executive portfolio summary is an argumentative essay that explains the contents of the portfolio to someone who was not privy to your learning process. In addition to your final revised essay and collaborative interview project, you should draw on written documents that you have produced throughout the semester to demonstrate your learning. You will then use these documents as evidence of your learning in the portfolio executive summary.
 - Portfolio Order of Contents
 - Portfolio Executive Summary
 - Final Revision of Argument Analysis Essay
 - Copy of Collaborative Interview Project, Single-Work
 - Appendix: Representative (Cited) Writing Development Documents
 - Hupomnemata (Commonplace Book)

More information about each unit and the assignments listed above, including rubrics used to grade each assignment, is provided in your course textbook. **Information in the assignments on Canvas supersedes the information in the textbook.**

Hupomnemata (commonplace book)

Ancient peoples used the *hupomnemata* as a commonplace book to collect their thoughts and opinions about the world around them. As noted philosopher and historian Michel Foucault writes, the *hupomnemata* is built around the idea that “no technique, no professional skill can be acquired without exercise.” For your commonplace book, you will need a notebook or journal to use daily/weekly in the recording of your thoughts about class themes and topics. Your notebook overall should help you develop the arguments and ideas you use in the final portfolio for the course. To earn full points for this assignment, you need to represent daily note-taking, full, engaged responses to our class writing assignments, and an overall attentiveness to issues that you discover outside of class through your own reading, observation, and attunement.

Instructor Policies

Communication

UNT-provided email is the official mode of communication for this class.

Email should be treated as formal business communication. If you are unsure of the standards for formal written communication, please read [this](#) before sending me an email.

Please include **ENGL 1310.014** at the beginning of your Subject line, followed by a brief summary of your question; e.g. “**ENGL 1310.061 Question about MLA citations.**” Email not following this format risks going unanswered. Note that I am not able to discuss any information relating to academic records through email.

As a general rule, I read and respond to email between 8:00 a.m. and 4:00 p.m. Monday through Friday, and commit to responding within one business day. If you receive an out of office message, I will respond on the date that the message indicates I will return to the office.

Attendance and Absences

1. The policy of the UNT FYW program is that **no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course.** Writing courses are by nature participatory, collaborative, and discussion-based. *This is not a lecture course.* For this course, I will take grades at the beginning of every class period for quizzes and/or writing assignments. Upon missing six of these assignments, whether for absence or tardiness, you will receive an automatic 10% deduction from your final grade. Not participating in class may also result in missed grades for a class period. Please arrange any planned absences with me ahead of time in order to avoid penalization.
2. In class work cannot be made up.
3. Absences for religious observance, sport participation, or other authorized official university activity (Policy 06.039) must be cleared with the instructor in advance.
4. **Verification from the Dean of Students must be provided for any absence due to serious illness or other extenuating circumstance. See *Absence Verification* on the [Dean of Students' Resources](#) page.**

Technology in Class

Laptops and tablets are acceptable in class for taking notes and accessing course materials only. Any student using laptops or tablets for social media, email, or other activities unrelated to class will lose their tech privileges for the rest of the semester and receive a 0 for engagement for that session. Mobile phones must be powered off and put away during class. Use of a mobile phone during class will result in loss of tech privileges for the rest of the semester and a 0 for participation for that session.

Participation & 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 class meetings and class--related activities. 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. I expect you to come to class having done the reading and writing assignments assigned for the day and to be prepared to discuss the reading, to participate in draft workshops, or to conduct group work as the case may be. On days that are allotted for group work, I expect you to come prepared to work in the classroom for the entire period.

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 activities, and presentations
- Participating and listening carefully in class discussion
- Bringing all required materials to class
- Completing all homework assignments on time
- Coming prepared to conferences/office hours

Disruptions

Excessive disruptions of our class time—including talking, sleeping, texting, cell phone usage, and doing work for other classes—hurt the class atmosphere and will hurt your grade should you engage in them. Please respect the class environment by giving your classmates and me your full attention at all appropriate times. Frequent tardiness or disruptions will affect your overall grade for the course.

Deadlines

We do not have due dates in this course, we have deadlines. As such, you may submit your work via Canvas any time between the date you receive the assignment and the deadline. Plan accordingly. **Late work will not be accepted.**

Using Canvas

Announcements, assignments, and grades for this course will all be handled within UNT's CANVAS Learning Management System. 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.

Formatting Your Assignments

All written work needs to be typed and submitted online to our CANVAS site, with a paper copy brought to class. For all essays, include your name and the page number on the top right header of each page (*i.e.*: Lastname 1). Please also include a date and the course number (ENGL 1310). 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. **Please DO NOT include a cover sheet.**

Using the UNT Writing Center

It is recommended that you visit the UNT Writing Center 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. In order to make an appointment with a writing tutor, visit writingcenter.unt.edu, call 940-565-2563, or stop by Sage Hall 150. During your appointment, a writing tutor can help you develop your ideas, organize your thoughts, and clarify your prose.

Evaluation & Grading

Grade Breakdown

- Unit 1 10%
 - Unit 2 20%
 - Unit 3 20%
 - Unit 4 5%
 - Unit 5 35% (includes Hupomnemata)
 - Active Engagement 10% (participation; attendance; quiz grades)
- Total 100%**

Note: You must complete each of the units above in order to receive a passing grade in the course.

Grading Policies and Tips

This course has a demanding reading and writing load commensurate with a first-year writing class. Students will be expected to read all assigned texts carefully and to come to class prepared to discuss the texts analytically and critically on the day that they are assigned. Much of our 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.

Please also keep up with all writing assignments. On days when writing is due, come to class with your drafts prepared and several copies for your other writing community members. Evaluating, revising, and editing our writing together is a vital part of this class.

Sometimes we will also engage in collaborative or individual assignments or activities during class. When we talk as a class, I encourage you to move beyond simply talking about what parts of the texts that you “like.” Work hard to think about how the texts support and contradict one another. Bring experiences and ideas from your own life into the discussion where appropriate. Look for ways that class readings and discussions are relevant in the world around you. Pay attention to what your classmates say and build off of their ideas when you can. Encourage, support, and learn from each other.

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.

**Note that rubrics for each assignment can be found in your course textbook.

Citations & Plagiarism

Citations should follow [Modern Language Association](#) standards.

Students who cheat or plagiarize will receive a "0" for that particular assignment. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. A second offense of any sort will result in a failing grade for the class, and referral to the Dean of Students for further disciplinary action. See: [“Academic Integrity”](#) below.

Schedule

The assigned reading for each session is on [Canvas](#). This is a working schedule and is subject to change with notice. **The most current information will always be on Canvas.**

<u>Week</u>	<u>Topics</u>	<u>Assignments</u>
Week 1	Introductions and Course Expectations	<ul style="list-style-type: none">• Familiarize yourself with the syllabus• Assigned reading for Friday
Unit 1: Argument Description		
Week2	Intro to Course Themes: Spaces and Emotion	<ul style="list-style-type: none">• Commonplace Book

	Library Instruction	<ul style="list-style-type: none"> • Checkup 1 Due • Library Instruction Pretest • Meet in Willis 443 9/7
Week 3	Disciplinary Writing	<ul style="list-style-type: none"> • Draft 1: Argument Description Due
Week 4	Revision Strategies	<ul style="list-style-type: none"> • Peer Review and Revision • Argument Description Due
Unit 2: Argument Analysis		
Week 5	Context and Genre	<ul style="list-style-type: none"> • Commonplace Book Checkup 2 Due
Week 6	<i>Housekeeping</i>	<ul style="list-style-type: none"> • Assigned Reading
Week 7	Peer Review of Unit 2 Assignment	<ul style="list-style-type: none"> • Argument Analysis Due
Unit 3: Argument Revision		
Week 8	Revision Memos	<ul style="list-style-type: none"> • Peer Review and Revision • Revision Memo Release • Meet with instructor to discuss revision plan • Commonplace Book Checkup 3 Due
Unit 4: Collaborative Interview		
Week 9	<i>Evicted</i>	<ul style="list-style-type: none"> • Collaborative Interview
Unit 5: Portfolio		
Week 10	Revision Strategies	<ul style="list-style-type: none"> • Portfolio assigned
Week 11	Portfolio Peer Review	<ul style="list-style-type: none"> • Peer Review and Revision • Commonplace Book: Checkup 4 Due
Week 12	The Writing Process	<ul style="list-style-type: none"> • Unit 3: Revision Memo Due
Week 14	Portfolio Workshops	<ul style="list-style-type: none"> • Bring portfolio materials to use in class • Commonplace Book: Checkup 5 Due

Week 15	Portfolio Workshops	<ul style="list-style-type: none"> • Bring portfolio materials to use in class
Finals Week	Finish Portfolios	<ul style="list-style-type: none"> • Portfolios Due

UNT Policies

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation].

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials. II. Optional Statements.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged

to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Access to Information

Students' access point for business and academic services at UNT is located at: <http://my.unt.edu>. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: <http://eagleconnect.unt.edu>

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648