English 1310: College Writing I (Online)

“Words—so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.”
—Nathaniel Hawthorne

Semester: Fall 2018
Course Section: 1310.100
Instructor: Shari M. Childers, Ph. D.

Contact Information
Phone: (940) 565-2050 (UNT Department of English; not a very effective way to reach me)
Email: shari.childers@unt.edu The MOST EFFECTIVE way to reach me!

Office Hours
In person: By appointment only in LANG 407L; I will be on campus some Fridays, and I will let you know when that happens.
Virtually: Conferences & office hours using BigBlueButton through the “Conferences” link in the left-hand menu in Canvas are available at any time that is mutually convenient for us.

Textbooks and Required Materials

Required Texts: all required texts must be purchased in a single bundle from the publisher.

Selected Readings (Digital Access, granted through access code in publisher bundle)
Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*. 3rd Edition, Three Rivers Press, 2017. This text is available online (digitally). I have also placed a hardcopy on reserve for this course at the Willis library (call number PS301.5.P47 H45 2017) that can be checked out for 2 hours at a time.

Recommended Text

Required Materials
Learners will need consistent, reliable access to our online course materials in Canvas. All major essay assignments are submitted via Canvas.

Succeeding in this Course
Taking a class online differs from taking a class face-to-face in a number of important ways. To be successful in this course, you will need to
- Be an excellent reader—most of the content of this course will be delivered through written material that you will need to read carefully and comprehend thoroughly
- Be comfortable using technology and asking for help from tech support when you need it
- Have a reliable internet connection and a back-up plan for dealing with technology problems/failures
- Be comfortable expressing yourself in writing and treat all writing you do for class—even in more informal posts—as academically oriented writing
- Be a proactive, self-motivated learner who takes responsibility for keeping up with an extensive calendar of assignments and for getting help when you need it
- Schedule at least 10 hours a week (preferably, two hours per day) for reading the assignments, reflecting on the material covered, and participating in other activities throughout the course

Grading Policy
Grading for all online English 1310 courses follows the percentages identified below. Please refer to our textbook for the rationale and assignment sequence for English 1310, complete with instructions and rubrics for each required, departmental assignment.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment (20%)</td>
<td>Unit 2 (15%)*</td>
</tr>
<tr>
<td>10% Investment Activities</td>
<td>Unit 3 (20%)*</td>
</tr>
<tr>
<td>10% quizzes, Process Memos, discussions</td>
<td>Unit 4 (10%)*</td>
</tr>
<tr>
<td>Unit 1 (10%)*</td>
<td>Final Portfolio (25%)*</td>
</tr>
</tbody>
</table>

*No major assignments in this course are optional. Failure to submit a reasonable attempt for any major assignment or to submit a COMPLETE portfolio will result in failure of this course.
Submitting Assignments

Students will submit digital copies of written assignments to online dropboxes, which will be available from our course Canvas site. The final portfolio will be submitted electronically through UNT’s Foliotek ePortfolio application, which all students have accounts for through the university. Student work in this course will be collected and evaluated for the purposes of internal program assessment. No work will be used publically without student permission.

Note: All work submitted for this class must be ORIGINAL work—that is, it cannot have been submitted for any other class (even a previous attempt at this class) or for any other purpose.

Privacy

There is no expectation of privacy for your written work within this online composition course. Because our course requires regular engagement in peer revision and other collaborative writing activities, please do not submit work that you wouldn’t want to share with others. We utilize Turnitin, which requires submission of your work to/through an external entity, but you are free to remove your name from your work (while still using the rest of the required MLA heading).

I reserve the right to use your written work as required by the state, the university, or the English Department for assessment purposes and anonymously for the purpose of improving instruction by mentoring other instructors. I will not ever use your work without your explicit written consent for purposes beyond these.

Class Policies

The following class policies will help you succeed in this class and understand what I expect of you.

Email

- Use your UNT email account for this class and check your email daily for course announcements and updates. For each email you send me, use an informative subject line prefaced by your course and section information—for example, “English 1310.00X: Question about Unit 1 paper.” Please note that you should also use language that is appropriately professional for this context and sign your email.

Attendance/Engagement

- Canvas displays your last date of access and monitors your activity. For the purposes of this course, remaining consistently engaged and completing ongoing work on time also counts as attendance. Your engagement will be measured by your work on process memos, discussion board assignments, investment activities, etc. Additionally, if Canvas shows that you have not logged in to engage in class for 10 full days, or have cumulatively missed 6 or more assignments across any number of days, your course grade will be lowered by 10%. If you miss 20% of the course (3 weeks), or fail to submit any of the major assignments for this course, you will receive an F.

Netiquette

- Please familiarize yourself with the more general Netiquette policies available here. Treating others with respect is integral to our course.
- For more information on our UNT Writing Program guidelines and expectations regarding classroom behavior and respect, whether in-person or online, please refer to our textbook pages “On Having Difficult Conversations About Race,” UNT 2 and UNT 3 (pp. UNT-3 – UNT-7).

Please refer to the course FAQ for additional useful information.

Course Pace & Makeup/Late Assignment Policy

This is NOT a self-paced course; therefore, you must make careful note of the deadlines for each assignment to allow you to turn in the required work on time.

Late work for this course will not be accepted. Any quizzes or exercises missed for any reason cannot be made up for a grade although you must complete all work for each module BEFORE you will be able access the next module. Additionally, all written assignments must be turned in by the assigned deadline to be counted for credit.

If you experience a significant life event that will make completing your assignment on time difficult, contact your instructor as soon as possible with appropriate documentation and a well-thought-out argument.

Plagiarism and Academic Dishonesty

Plagiarism is serious and has serious consequences. Please refer to the information in your textbook (UNT-101 – UNT-102) and the website for the Academic Affairs office for more information.

Note: All work submitted for this class must be ORIGINAL work—that is, it cannot have been submitted for any other class (even a previous attempt at this class) or for any other purpose.
University Policies

Accommodating Students with Special Learning Needs

The University of North Texas is committed to both the spirit and the letter of federal equal opportunity legislation; reference Public Law 92-11--The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 or the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all instructors in the Department of English will work with the Office of Disability Accommodations (ODA) to make reasonable accommodations for qualified students with disabilities. If you have such a disability, please inform your instructor within the first week of the semester and provide your instructor with a Special Accommodation Request Form (available from the ODA). Students needing assistance must be registered with the ODA; if you need to register with the ODA or otherwise contact that office, the ODA phone number is (940) 565-4323, and the office is located in the Union, suite 167.

Course Schedules and Drops within the First Two Weeks of Class

Students need to monitor their course schedule every day for the first two weeks of class to make sure that they have not been dropped from their courses by the registrar's office. Students who are dropped from classes for nonpayment of financial aid or other reasons will not be readmitted to the course; it is the student's responsibility to make sure that all of his/her/their financial records are up to date to avoid being dropped.

For more information on UNT Add/Drop procedures, please visit the UNT Registrar's page at http://esse.unt.edu/registrar/schedule/scheduleclass.html.

Campus Carry & Active Shooter Policies

Senate Bill 11 (“Campus Carry”). You must read UNT’s policy on concealed handguns on campus (see http://campuscarry.unt.edu/untpolicy). Note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of “handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person.” Per policy, if a gun is “partially or wholly visible, even if holstered,” it’s not legal on campus, whether or not it’s licensed. I report all illegal activities to the UNT police, regardless of their nature.

All students should be aware of UNT’s guidelines for responding to “active shooter situations” (see http://emergency.unt.edu/get-prepared/Active-Shooter).

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.
**Reminders and Important Information**

- In general, due dates for this course will fall on Wednesdays and Sundays, in order to maintain some consistency; however, please look carefully through each week for additional deadlines for smaller-scale assignments.
- BECAUSE this is a newly redesigned ONLINE course, I may need to make adjustments along the way—adding the smaller deadlines within modules, for instance, when I have a sense of how the material is unfolding.
- All readings are either in the textbook bundle (hardcopy or electronically) or are provided free of charge to you in Canvas. While some required readings are listed here, most of the **readings are carefully outlined in the online modules**.
- The instruction “**Complete module**” means to complete the readings + any work or assessments included in that module.
- All ONLINE FINAL DRAFTS of writing assignments are DUE by 11:59 p.m. on the dates indicated.
- **Failure to submit a reasonable attempt for any major assignment or to submit a COMPLETE PORTFOLIO will result in failure of this course.** No assignments in this assignment sequence are optional.

*While this syllabus is intended to be a useful guide, I reserve the right to make changes at any time in order to better meet the needs of my students and/or to adjust for unforeseen circumstances. I will inform you of any changes in writing using the Canvas announcement function.*

**This Course and Fundamental Concepts**

### Week 1  
**August 27**  
**Welcome!**  
Class begins.

**Tasks:**  
Complete About This Course Module—including all readings and activities—by **Wednesday, Aug. 29, 11:59 p.m.**

**Topics:**  
Course Reference Guide  
Policies & Requirements  
Setting Yourself Up for Success

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Complete About This Course Module, including all readings &amp; quizzes, by <strong>11:59 p.m.</strong></td>
<td><strong>Course Overview and What is an Argument, Anyway?</strong> (considerable amounts of reading; allow plenty of time)</td>
</tr>
<tr>
<td>30</td>
<td>Begin Week 2 module (due by 09/09)</td>
<td><strong>Week 2: Course Overview and What is an Argument, Anyway?</strong></td>
</tr>
</tbody>
</table>

- Consider these questions: What is close reading? What does it mean to read/write rhetorically? How does a writer develop an argument from sentence to sentence, paragraph to paragraph?  
- Identify elements of arguments: Audience, Purpose, Primary Claim, Secondary Claims, Implications, Word Choice, Arrangement, Types of Evidence  
- Dive deep: how do authors use *all* of these elements to better serve their purposes? We will begin to explore how many aspects of an argument—far beyond evidence—support the author’s perspective.

**Tasks:**  
Begin working through all readings and videos listed in Canvas  
Craft your own argument using the Discussion Board  
Engage with your first mentor text  
Practice (close) reading an argument like a *rhetor* and a *writer*  
Post your Real-World Argument  
Take the Week 2 Quiz on Course Fundamentals

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
Argument Description

This is the last highly detailed calendar section. After this, for instance, “by 11:59 p.m.” is assumed and only due dates for major assignments will be given, but ALL weekly deadlines are visible in Canvas in the “Module” view and on the “To Do” list in the sidebar. Whether listed on this calendar or not, all assignments in each week’s module are due according to the due dates in Canvas. No assignments are optional: you must complete all work in each module BEFORE you will be able access the next module.

**Week 3  September  10**  
**Topic:** What is an Argument Description?  
Consider these questions: What argumentative strategies does the writer employ to make claims persuasive? How does attending to style in a writer’s argument help us understand its purpose, audience, and forms of evidence? How does identification of an argument’s components and structure improve depth of comprehension?

**Tasks:**  
- Read ALL assigned texts; *Housekeeping*, chapters 1-2 recommended  
*Housekeeping* is an award-winning text, and the author will visit UNT in the spring. Read it all! But if you just can’t, then DO read the assigned chapters—beginning Week 5—they are directly relevant to your success in this course.

12  
**Tasks:**  
- Complete Argument Description Practice Quiz by 11:59 p.m.

14  
**Tasks:**  
- Complete Integrating Quotations Correctly Quiz by 11:59 p.m.  
Submit one body paragraph of your Argument Description by 11:59 p.m.

16  
**Tasks:**  
- Review your instructor’s feedback on your paragraph and continue working on your Argument Description Rough Draft (two more NEW paragraphs due on 09/17)  
Review Week 3 checklist and complete all remaining Week 3 tasks by 11:59 p.m.

**Week 4**  
**17 Topic:** Crafting Your Argument Description: Diving Deep into Close Reading  
Practice: Writing/Drafting an Argument Description

**Tasks:**  
- Begin new module: read ALL assigned texts; *Housekeeping*, chs 3-4 recommended  
Continue working on your Argument Description Rough Draft  
Submit two NEW body paragraphs from your Argument Description by 11:59 p.m.

19  
**Tasks:**  
- Complete MLA Formatting Quiz no later 11:59 p.m.  
Complete the assigned Peer Revision of an Argument Description segment  
Submit Argument Description Preview assignment

21  
**Tasks:**  
- Submit your Process Memo by 11:59 p.m.  
Review Week 4 checklist and complete all remaining Week 4 tasks by 11:59 p.m.

**Argument Analysis**

**Week 5**  
**24 Task:** Submit complete Argument Description Rough Draft: A completed draft meets the full length requirement for an assignment and is your best effort—you should be fairly sure it is a draft that you could turn in for an acceptable grade

24  
**Topic:** What is an Argument Analysis Essay?  
- Consider these questions: What does it mean to be part of an academic conversation? How does one engage in conversation with another author?  
- For the article you’ve chosen to analyze, consider: What assumptions is the author making? What are the implications of the argument? What are the ethical problems that this issue raises or addresses? What are the passages that best represent the author’s argument and the claims that lie therein? How might you move beyond predictable solutions and offer new insights that result in measurable changes?

**Tasks:**  
- Begin module: read ALL assigned texts, including *Housekeeping*, chs 5-6 required  
Continue working on Argument Description Final Draft  
Begin working on Proposal for the Argument Analysis Essay

26  
**Tasks:**  
Post Exploring Your Topic  
Complete the assigned Peer Revision of an Argument Description Rough Draft
Week 6  October 1

Tasks: Begin module: read ALL assigned texts, including *Housekeeping*, ch 7 required
Submit Proposal for the Argument Analysis Essay

3  Tasks: Submit Revision Memo Practice Quiz
Complete the assigned Peer Revision of a Proposal for the Arg Analysis Essay

7  Tasks: Submit completed Revision Memo
Review your instructor’s feedback on your Proposal and continue working on your Argument Analysis Essay Rough Draft

Week 7

8  Topic: Crafting Your Own Argument Analysis Essay
Practice: Writing/Drafting an Argument Analysis

Task: Begin module: read ALL assigned texts including *Housekeeping*, chapter 8 required

10  Task: Submit required SEGMENT of your Argument Analysis Essay

12  Tasks: Complete the assigned Peer Revision of a segment of the Arg Analysis Essay
Continue working on Argument Analysis Essay Final Draft

14  Task: Be sure to incorporate instructor and peer feedback into continued work on Argument Analysis Essay Final Draft (due Oct. 17)

The Collaborative Interview

Week 8

15  Topic: What is the Collaborative Interview?
Consider: How do literary texts such as *Housekeeping* make arguments about weighty issues? How can you collaborate with others in a manner that is flexible, generous, and professional? How might you represent this collaborative effort in your discussion?

Tasks: Begin module: read ALL assigned texts, including *Housekeeping*, chs 9-11 required
Continue working on Argument Analysis Essay Final Draft

17  Task: Submit Argument Analysis Essay—Final Draft

19  Task: Complete Close Reading (of Literature) Quiz

Week 9

22  Tasks: Begin module: read ALL assigned texts
Finish reading ALL required portions of *Housekeeping* BY TODAY!

24  Tasks: Complete the Practice 150-word reflection/analysis assignment for one passage
Locate a second passage in the text for second analysis; confer with your group to ensure all passages chosen by group members are unique

Week 10

29  Tasks: ACTION REQUIRED--MULTIPLE DUE DATES BELOW
Read Feedback from your instructor on Practice 150-word reflection/analysis; use that feedback to improve upon your 1st analysis AND to write a 2nd one
Post TWO 150-word analysis reflections to your group's workspace

31  Tasks: Post TWO 150-word responses to your group's workspace. Be sure that:
- each group member ends up with precisely two responses from different people.
  For instance, person A should respond to BOTH of the posts of person B and person C (not to both posts of person B).
- these short responses are carefully-crafted demonstrations of your ability to analyze and collaborate (not last-minute attempts to meet the word count)
November 1

Tasks: Read ALL of your peers’ responses so that your questions meet the rubric requirements for evidence of group engagement and awareness.

2

Tasks: Drawing on the trends and themes that your group seems interested in, craft and post TWO correctly formatted questions (~50 words each) to your group’s workspace. Your group should have at least 6 unique questions, total, to work with as the project moves forward.

Topics: How can you produce a thoughtful question in response to a difficult text? What makes a question to an author more or less successful? How can you help your group reach a decision on the questions that best represent your collective work?

4

Task: Choose ONE question from your group's collective questions and post your nomination & 150-word justification. Discuss the merits of some questions, the possibility of editing or altering questions, etc. with your group.

Revision

Week 11

5 Task: Verify that someone has posted your group’s THREE winning questions. Last day to drop a course. Grade assigned will be a W.

5 Topic: Revisiting, Revision.
How can I improve my writing? = How can I improve my revision process?
How do we carry out REVISION, the most important work of successful writers?
What must change in order for you to become a better writer?

Tasks: Begin module: read ALL assigned texts
Set up an individual conference with your instructor between 11/10-11/17

7 Tasks: Submit Collaborative Revision Activity

11 Tasks: Submit Revision Memo

Week 12

12 Tasks: Continue working on the Rough Draft of your Revision; conferences continue
Save multiple drafts for the Portfolio at the end of this course

14 Tasks: Completed Rough Draft of Revision due; conferences continue

16 Task: Peer Revisions of Revised Analysis essay due; conferences continue

Week 13

19 Task: Continue working on Revised Analysis essay

21 Task: Submit Revised Argument Analysis Essay—Final Draft
Last day to withdraw from the university (drop all classes) with W.

22 Tasks: Thanksgiving Day
Week 14

26  Topic: Understanding a Curated Portfolio and the Executive Summary + Foliotek
- What passages from your drafts or other artifacts from the writing activities in this course best exemplify your writing development?
- What claims about your writing development this semester can you make and support? What kind of support is required to support the claim? and how much?
- What are some potentially dangerous pathetic appeals in your analysis of your unfolding writing development?

Task: Upload required artifacts (2) to Foliotek

Week 28

Topic: (Re)Consider:
- Your own writing as collected data
- The process and purpose of research
- How, when, and why we make arguments about our work

Tasks: Complete Executive Summary Practice Quiz by due date (TBD)
Submit one body paragraph of your Exec. Summary by due date (TBD)

Week 15  December 3

Topic: Curating the Portfolio and Drafting the Executive Summary + Foliotek
- What overarching argument would you make about your writing development this semester that is not obvious to someone who reads the contents of your portfolio?
- Why is successfully constructing a narrative about your own work a life skill?
- Troubleshooting Foliotek issues, if necessary

Tasks: Peer Revision(s) of Executive Summary Draft Segments
Successfully upload ALL curated artifacts to Foliotek
Complete SPOT: Student Perceptions of Teaching (Evaluations)

Week 16

12  Task: Final Portfolio Due in Foliotek by 11:59 p.m.