University of Texas at San Antonio
Fall 2011
Theory and Practice of Composition ENG 3303.001

MEETING TIMES: TR 9:30-10:45. ROOM: MH 3.04.20
INSTRUCTOR: Dr. G. Pizzola  OFFICE: HSS 4.03.02B
E-MAIL: gail.pizzola@utsa.edu (best way to communicate w/me)  PHONE: 458-5336
OFFICE HOURS: Tuesday, noon-1 p.m.; Wednesday, 8-9 a.m. or by appointment

For assistance with your writing, you may visit The Writing Center, located in JPL2.01.12D and FS 4.432 (downtown campus. See http://www.utsa.edu/twc for hours of operation at the different locations.

COURSE DESCRIPTION
To prepare students to compose in their profession and/or to teach writing, the class will examine and apply composition theory and practice stylistic choices that lead to clear, effective prose. Fulfills an upper division course requirement for English majors/minors and is required for undergraduate and post-baccalaureate teacher certification in English. Prerequisite: Completion of the Core Curriculum requirement in rhetoric. 3 hours credit.

REQUIRED TEXTS (2)


Bookstore costs:
New: $49.95  New: $24.75
Used: $37.50  Used: $18.75
Rental: $24.95  Rental: $12.36
(available on Kindle)

NOTE: The Graff and Birkenstein text is primarily for reference. It provides strategies/formulas throughout the chapters which you will find most useful in helping you synthesize your sources and ideas. In addition, at the end of the text, you will find an index of all the templates mentioned in the text. This reference book includes examples of transition/metadiscourse techniques.
REQUIRED MATERIALS
- Computer access
- Email account
- Internet access
- Folders, paper, writing instruments

OBJECTIVES
This course will provide students with an opportunity
- to demonstrate use of oral and written communication skills for varied purposes.
- to demonstrate analysis and evaluation of ideas, trends, and arguments relevant to composition theory and practice
- to demonstrate use of grammatical choices for rhetorical effect

COURSE REQUIREMENTS
1. **Weekly response journals** (Lindemann).................................10%

   - **Purpose:**
     - To provide a basis for class discussion
     - To provide an opportunity to practice writing w/ minimum risk
     - To provide you with practice as you work toward your major projects
     - To provide you with formative comments on your writing

   - Submission format options:
     - **Online**
       - **BEFORE** the beginning of Tuesday’s class;
       - that is, before 9:30 a.m.
       - no online journals accepted after 9:30 a.m.
     - **Hard copy (paper copy)**
       - At the beginning of each Tuesday’s class
       - No journals accepted after class begins.

   - **Length:**
     - **minimum:** 250 words
       - equates to about 1 full page, typed, double spaced (√)
       - if you write 249 words or fewer, you will receive half credit (√-)
     - **maximum:** 500 words
       - equates to about 2 typed pages, double-spaced
       - if you write more than 500 words, I may not read beyond the 500

   - **Instructions:**
     - Read each chapter
     - Summarize and respond to each chapter using the following format:
       - **Paragraph 1:**
         - Identify the author (Erika Lindemann) and chapter title
           - Put chapter titles in quotation mark (ex., “What Do Teachers Need to Know about Cognition?”)
           - If you refer to the book title, put that in italics (ex., *A Rhetoric for Writing Teachers*).
         - Identify the main focus of the chapter.
• Summarize the main points (all of them) of the chapter in 2-4 sentences.
  ▪ Paragraphs 2-X:
    • Respond
      o What are the strengths of this chapter?
        ▪ Why do think so?
      o What are the areas of this chapter that could use clarification/improvement?
        ▪ Why do you think so?
    o Evaluation
      ▪ Credit will be based on
        • how well you follow the directions stated above
        • whether or not you write at least 250 words, and
        • how well you demonstrate your thinking about the chapter
          o √ (full credit)—you have met the requirements
             (length, format)
          o √- (half credit)—you have not completely met the requirements
          o √+ (credit and a half)—you have written a journal
             that shows exceptional depth of thought
      ▪ These journals are an opportunity to practice processing ideas and trying out different stylistic devices
      ▪ I will provide formative comments on your organization, coherence, style (sentence structure, word choice), punctuation, grammar, and mechanics.
        • These comments are to help you further develop your writing skills.
        • They will not be the basis of your grade for this activity since the point of the project is to encourage you to practice writing in a nonthreatening environment.
2. **Mentorship project** .................................................. 15%
   - **Due dates**
     i. 1st Mentor Log due—5 entries—October 11
     ii. Include 5 dated entries
     iii. Final log due December 1 (dates from October 14-December 1)
     iv. Be prepared to discuss your experience with the class December 6.
   - Each ENG 3303 student will be assigned as a mentor to a student enrolled in WRC 1013 Freshman Composition. This student will most likely be a first time, full-time student right out of high school.
   - You will be provided UTSA contact information for this student.
     i. You need to take the lead by contacting this student to set up a meeting.
     ii. As stated above, these students are new and many will be reluctant to contact you, at first.
     iii. The first meeting must be face-to-face.
     iv. A meeting must be one hour long.
     v. Meetings 2-10 can be face-to-face, online or by phone; texting does not equate with a meeting.
     vi. You may help the student with any phase of his/her essay: prewriting, drafting, revising; you will not serve as your mentee’s personal editor to “fix” his/her paper.
   - If your mentee drops/withdraws from his/her WRC 1013 class or is completely nonresponsive, notify me and I will find you another student to mentor.
   - **Beginning the mentorship**
     i. At the first meeting, face-to-face, discuss student’s feelings/beliefs/impressions about writing as well as his/her experiences with writing and his/her perceived strengths and areas in need of improvement. Take notes for your log.
     ii. At the second meeting, review with your mentee a paper he/she has written and had evaluated by his/her professor for the 1013 class. Record the interaction and your response to the meeting in your log.
     iii. Remind your student to record his/her revision issues in his/her Revision Log and his/her editing issues in his/her Editing Log.
iv. **At the third meeting**, formulate a development plan for the student. Make a copy for future reference as well as for your log.

v. At subsequent meetings, after reviewing and discussing a paper, be sure the student has
   1. Recorded his/her revision and editing issues in his/her appropriate log (revision and/or editing).
   2. Recorded, in his/her Mentor Log, the activities and/or discussions in which you and he/she engaged.

   o Remember you are not the student’s personal editor.
     i. You should not “fix” the student’s paper for him/her.
     ii. Instead, work with the student to help him/her discover how to improve the paper. The goal is to help develop the mentee’s skills to the point where he/she is not dependent on your assistance. For example,
        1. If your student is having difficulty supporting his/her ideas, discuss databases as sources.
        2. If your student is having difficulty using his/her sources appropriately, discuss effective quote use and integration as well as effective paraphrasing.
        3. If your student is having difficulty crediting his/her sources, discuss/demonstrate internal citation and/or work cited page format.
        4. If your student is having consistent editing problems (ex., pronoun agreement), review that particular point (see *Little Seagull Handbook*—student will own that text).

   iii. If you notice that your student writes particularly well, recommend he/she apply for one of the Writing Program WRC 1013 scholarships. I’ll provide the application forms to you at your request.

   o Maintain a log of all meetings with the student you are mentoring.
     i. Include dates as well as start and stop times for each meeting
     ii. Include a list of what you accomplished during the meeting.
     iii. Include points you intend to address in the next meeting.

   o At the end of the semester, you will present an oral analysis/evaluation of your experience:
     i. What worked?
     ii. What did not work?
     iii. What suggestions you have for improving the project?
o Grading

1. To earn an A, you need to
   a. Meet at least 9-10 times with your mentee for at least one hour each time
   b. Record in the log what you discussed/accomplished
   c. Participate in the assignment and the rubric design.
   d. Share your experience with the class December 6.

2. To earn a B, you need to
   a. Meet at least 8 times with mentee for at least one hour each time
   b. Record in log what you discussed/accomplished
   c. Participate in the assignment and the rubric design
   d. Share your experience with the class December 6

3. To earn a C, you need to
   a. Meet at least 7 times with your mentee for at least one hour each time
   b. Record in log what you discussed/accomplished
   c. Participate in the assignment and the rubric design
   d. Share your experience with the class December 6

4. To earn a D, you need to
   a. Meet at least 6 times with your mentee for at least one hour each time
   b. Record in log what you discussed/accomplished
   c. Participate in the assignment and the rubric design
   d. Share your experience with the class December 6

5. To earn an F, you need to
   a. Meet at least twice with your mentee for about one hour each time
   b. Record in log what you discussed/accomplished
   c. Participate in the assignment or the rubric design.

6. Meeting fewer than twice will warrant a zero (0) for the project.
• Remember to record your activities in your Mentor Log.
• Remember to sign off on your mentee’s log.

3. **Annotated Bibliography** ................................................................. 15%

**Part 1**

- From the list below, select a topic in composition that interests you and about which you might want to know more.
  
  **NOTE: Only 2 students may write on the same topic, so choose early.**

  i. Topic choice due Week 2, September 8
  ii. Submit online to my gail.pizzola@utsa.edu account,
  iii. Do not submit through Blackboard
  iv. Be sure to check out the composition book and article bibliography posted on BB

- **Topic options:**
  2. **HIGH STAKES WRITING ASSESSMENT** (Kathleen Blake Yancey, “Looking Back As We Look Forward: Historicizing Writing Assessment [1999])


9. **TEACHING PRESCRIPTIVE GRAMMAR**

10. **PREWRITING** (Gordon Rohman and Albert Wlecke, “from Pre-Writing: The Construction and Application of Models for Concept Formation in Writing” [1964]).

11. **REVISION STRATEGIES** (Nancy Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers [1980])

12. **TECHNICAL WRITING** (Brenton Faber and Johndan Johnson-Eilola, “Universities, Corporate Universities, and the New Professionals: Professionalism and the Knowledge Economy [2003])
13. **WRITER’S BLOCK** (Donald M. Murray, “The Essential Delay: When Writer’s Block Isn’t [1985])


**Part 2**

- Locate 5 journal articles, not books, on your chosen topic.
  - Begin with the UTSA library:
    - [http://lib.utsa.edu/?utm_source=homepage](http://lib.utsa.edu/?utm_source=homepage)
      - Access your scholarly articles from databases or from anthologies of composition essays
      - To find an article in the UTSA database
        - Look under “Find Information”
        - Click on “Find Databases & Articles”
  - Keep in mind that you will use these articles when you write your synthesis essay to persuade your audience about some aspect of your topic.
  - Another useful reference:
      - Available in JPL. PF 1404.N676 2009. (on reserve)
  - Develop an annotated bibliography of these 5 articles
    - Prepare the citation according to MLA or APA format.
    - Annotate each article.
    - Include at least one article that opposes the position of your other articles.
    - Include a use statement: How do you intend to use this article in your synthesis essay?
    - **Do not** include Wikipedia articles, book reviews, abstracts.
  - **Part 2** is due **Week 5, September 22**
    - You may submit a hard copy OR
    - You may submit an online copy
      - If you submit online, send it as an attachment to my UTSA account: [gail.pizzola@utsa.edu](mailto:gail.pizzola@utsa.edu)
      - **Do not** sent through Blackboard

**Part 3**

- Locate 5 additional articles on your chosen topic.
  - Prepare the citation according to MLA or APA format
  - Annotate each article
Include one more article that opposes the position of your other articles. That means you should have at least 2 articles that take a position different from your other articles.

Include a use statement: how do you intend to use this article in your synthesis essay?

Do not include Wikipedia articles, book reviews, abstracts.

Add these 5 annotated articles to the original 5 annotated articles (completed in Part 2).

Be sure all 10 are in the appropriate alphabetical order.

Submit a complete 10-article annotated bibliography representing a well-rounded look at your topic.

Part 3 is due Week 9, October 20.

You must submit a hard copy.

Do not submit online.

3. **Writing Assignment development & presentation** (group, individual, and class activity) ................................................................. 10%

Further details will be provided on Blackboard

- Your group will develop a research paper assignment for the student you are mentoring.
  - We will brainstorm possible topics in class.
  - Then students who are interested in the same topic will work together to develop the assignment.
  - You will use Lindemann, Chapter 13.
- Since the WRC 1013 students need to begin work on the essay, the assignment you develop will be due to me October 13.
- Since the assignment will also have to be evaluated, your group will develop a rubric with which to evaluate the research paper.
- You will use Lindemann, Chapter 14.
  - Each group will develop a rubric.
  - The groups will share them with the class.
  - The class will work together to develop a single rubric to use in evaluating the research essay.
  - Each mentor will evaluate his/her student using this rubric.
  - The rubric will be given to the WRC 1013 student author as a guide; it will not be used in
determining the actual grade of the author.

- This rubric will be due for class sharing November 3

- Evaluation
  - Team member evaluation ……10%
  - Audience evaluation …………20%
  - Professor evaluation …………70%

5. **Synthesis paper project** ……………………………………………………………20%
   - Use the topic you researched for your annotated bibliography.
   - Come up with a claim you wish to develop in your persuasive paper.
   - Support your claim by synthesizing 7 of the 10 articles from your annotated bibliography.
     - Be sure to anticipate and respond to your opposition.
     - In other words, become part of the conversation by “[putting] in your oar” (Burke in Graff and Birkenstein, p. 13).
   - Be sure to document your sources internally
   - MLA and APA have revised their documentation styles effective 2009: Use the updated version.
     - MLA, 7th ed.
     - APA, 6th ed, 4th printing
   - Create a Works Cited page (MLA) or a Reference page (APA).
     - **Do not simply attach your annotated bibliography to your synthesis essay.**
     - The Works Cited/Reference page must be on a separate sheet of paper
   - **Due Week 13:** November 22
   - Submit as a hard copy; no online submissions for this project
This is what the 7th ed. of the *MLA Handbook* looks like.

This is what the 6th ed. of the *APA Manual* looks like.

7. **Peer analysis of synthesis essay**.............................................................5%

   **Part A**
   a. Compose a quality draft of your synthesis essay, typed and documented
   b. Submit it to the assigned peer reviewer Week 10 October 27

   **Part B**
   a. Compose a 2-page review of the draft you receive from the original author.
   b. Guidelines posted on Blackboard
   c. Review due to original author Week 12, November 10
   d. Copy of review due to professor Week 12, November 10

   **Submission**
   a. To the author, submit hard copy
   b. To the professor, submit
      i. a hard copy OR
      ii. an online copy
         1. Send as an attachment
         2. Send to UTSA email only: gail.pizzola@utsa.edu
         3. Do not sent through Blackboard

8. Final Exam: **Self-Evaluation Essay**.................................10%
   - Prewriting: On the revision and editing charts provided, mark the comment types you received on your journals
   - Bring 1-2 blue books on the last day of class

12. **Participation & Attendance**..........................................................10%
   - I recommend that you not underestimate the importance of attendance and participation
   - Participating includes involvement in
     - workshops
• invention, drafting, revision, editing activities, prewriting activities and workshops
• class discussion
• presentations (individual and group)
• class activities
• Quizzes (from time to time you may have a quiz (objective or subjective) on content from Lindemann or Graff and Birkenstein.
  o Usually these quizzes will be unannounced.
  o If you keep up with the reading assignments, you shouldn’t have a problem with these quizzes.

• Attendance.
  o The class begins at 9:30 a.m. and ends at 10:45 a.m.
  o Attendance falls under the participation category because if you are not in class, you cannot participate
  o If you are absent or late, regardless of the reason, you cannot make up an in-class activity you missed.
  o I will take attendance at the beginning of each class.
    ▪ If you are on time and remain for the entire class, you will receive full credit for attending the class on that day (√ = 100%).
    ▪ If you are late or leave early, you will receive only partial credit for attending the class on that day (√- = 50%).
    ▪ If you come in late, it is your responsibility to let me know, after class, that you did come to class; that way you will get at least partial credit.

INSTRUCTIONAL PROCEDURES
The primary instructional procedures used in this class will be discussion (class and group), student presentations (individual and group), peer review/evaluation/analysis, writing practice and analysis.

LATE/MISSING WORK
• NO quiz, exercise, presentation, or journal can be made up, regardless of the reason.
• Essays, rough drafts, and final drafts are due on the date designated in the syllabus.
  o I will accept your synthesis essay or the Annotated Bibliography one class day late with no penalty.
  o However, after that grace period, you will lose 10 points per class day that the essay is late, regardless of the reason.
The A paper is exceptional; it exceeds the requirements of the assignment in an extraordinary way. Specifically, the thesis/claim is not commonplace or predictable. Ideas are insightful and often original, logically organized, fully developed, and well-supported. The sentence structure is polished, clear, and varied. Overall, the paper captures and maintains the audience’s attention through concrete details and specific, engaging examples; strong transitions; well-chosen and accurately cited research; and precise, audience-appropriate word choices. Additionally, the A paper is mechanically correct, carefully proofread, and presented in a professional format.

The B paper is above average; it goes beyond the requirements of the assignment and possesses well-developed, accurate research as well as concrete, specific details and examples. The sentence structure is effective, and the word choices are clear and idiomatic. Mechanically, it has few errors, is carefully proofread, and maintains a professional format.

The C paper is adequate; it meets the requirements of the assignment. It addresses the specific issue and is developed around an identifiable thesis. The thesis, while developed in a predictable way, is supported with researched facts and examples to support it. It may have some trouble with organization, development, transitions, sentence clarity, and proofreading. On the other hand, a C paper could be well-developed but suffer from multiple mechanical and grammatical errors that compromise its overall quality.

The D paper is below average; it does not meet the requirements of the assignment. It shows little understanding of the assignment or fails to address the issue. The paper may have no thesis, or the thesis may be vague and weakly supported. The organization of ideas is unclear as is the sentence structure. The presentation is marred by excessive mechanical errors, especially serious ones, or typos. This paper does not competently communicate a message to an audience.

The F paper is unacceptable; it fails to meet the requirements of the assignment. The topic or approach is completely unrelated to the assigned topic and lacks a clear thesis. The paper may have errors so numerous or serious that they interfere with the writer’s intended message.

GRADE EQUIVALENTS (for essays/projects)

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>96-94%</td>
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<td>A-</td>
<td>93-90%</td>
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<tr>
<td>B+</td>
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<td>B-</td>
<td>83-80</td>
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<td>C+</td>
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<tr>
<td>C-</td>
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<tr>
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<td>69-67%</td>
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<tr>
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<td>D-</td>
<td>63-60</td>
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<td>59% and below</td>
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GRADE EQUIVALENTS (for course)

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<td>F</td>
<td>59% and below</td>
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**+/- GRADE POLICY (NEW)**

Effective this fall, the English Department will begin giving plus (+) and minus (-) grades for your final grade. (Note: Not all departments/programs will give +/- grades.) That is, if you earn an 80, 81, 82, or 83, you will receive a B-, not a B, as a final grade; if you earn an 84, 85, or 86, you will receive a B as a final grade; if you earn an 87, 88, or 89, you will receive a B+ as a final grade.

**Grade Points**

According to the Provost, “grade points per semester credit hour for the plus/minus grading system for letter grades will be assigned according to the following table.”

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<th>Grade Points</th>
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<td>C+</td>
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<td>D–</td>
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<td>F</td>
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**INCOMPLETES**

The “I” grade is granted under exceptional circumstances. See *Information Bulletin* (available online: begin your search from the UTSA home page.)

**ESSAY FORMAT** (for traditional, linear composition)

1. Use APA or MLA documentation (in-text citation, Works Cited/Reference page).
2. Don’t mix these documentation styles. Choose one or the other. For guidelines, see
   - *APA Publication Manual of the American Psychological Association* (6th ed.) or
   - *MLA Handbook for Writers of Research Papers* (7th ed.).
   - MLA and APA have revised their documentation styles effective 2009, so an earlier version of the manuals will not work, neither will a pre-2009 handbook containing MLA and APA samples.
   - When you find an article from a database and the database or article says “This is how to document this article,” don’t assume that documentation is correct. Check the APA or MLA manual.
3. Format
   - type, double-spaced
   - 12-point Times New Roman
- one side of each page
- 8.5” x 11” white paper (no cardstock)
- number pages at top right corner
- no extra space between paragraphs (be careful with Word 2007)

  o Cover sheet
    - If you use MLA, don’t include a cover sheet.
    - If you use APA, you will need an appropriately formatted cover sheet (see APA Manual)

  o Submit essay in 2-pocket folder
    - Include prewriting
    - Include notes
    - Include article copies
    - Include drafts
      - Write the word DRAFT on the rough draft.
      - I will grade only one of the drafts, so be sure I can find the one you want graded.
    - Include peer reviews (if completed)
    - Include Writing Center tutoring slips (if completed)
    - Include final draft for evaluation
    - Include evaluation sheet (available on Blackboard)

ESSAY FORMAT (for the adventurous who choose a nontraditional, not necessarily linear composition)

  o Use APA or MLA documentation (in-text citation, Reference page).
    - See APA Publication Manual of the American Psychological Association (6th ed.) or
    - MLA Handbook for Writers of Research Papers (7th ed.).
    - The Purdue Online Writing Lab (OWL) is a useful site for information on documentation: http://owl.english.purdue.edu/
    - MLA and APA have revised their documentation styles effective 2009, so an earlier version of the manuals will not work, neither will a pre-2009 handbook containing MLA and APA samples.
    - When you find an article from a database and the database or article says “This is how to document this article,” don’t assume that documentation is correct. Check the APA or MLA manual.

  o Format
    - For an example of how you might use multimedia/hypertext to create a composition, see

DISABILITY SERVICES
UTSA policies and services regarding disabilities may be found at http://www.utsa.edu/disability/students.htm
ACADEMIC INTEGRITY

According to the UTSA Information 2007-2008 Bulletin, “The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty…” (76).

Academic or scholastic dishonesty includes, but it not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct…” (76).

Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit (128).

Collusion includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty” (129).

If you plagiarize, you will receive a zero (0) for the assignment.

UTSA policies and services regarding academic dishonesty may be found at http://www.utsa.edu/infoguide/appendices/b.html

Roadrunner Creed

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner,

I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!
The University of Texas at San Antonio Academic Honor Code

A. Preamble
The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. Honor Pledge
In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge:

“As a UTSA Roadrunner I live with honor and integrity.”

C. Shared responsibility
The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.
COURSE SCHEDULE (Subject to change as needed)

Week 1 August 25
- Introduction to the course, projects, bibliographies, library reserves, expectations, Blackboard
- Mentorship Project

Week 2 August 30, September 1 Labor Day: Mon. Sept. 5
Late registration via ASAP ends Aug. 30
- Lindemann, Chap. 1, “Why Teach Writing?” pp. 3-9 (no journal required)
- “Entering the Conversation,” Graff & Birkenstein, pp. 1-15

Week 3 September 6, 8 Census Day September 9 at 5 p.m.
Last day to drop with no grade
Last day to add a class; use add form, see advisor
- Annotated bibliography topic due Week 3: September 8
- The Writing Process
- “They Say”: Starting with What Others Are Saying,” Graff & Birkenstein, pp. 19-29

Week 4 September 13, 15
- Lindemann, Chap. 4, “What Do Teachers Need to Know about Rhetoric?” pp. 37-59 (JOURNAL 3)
- Evaluating sources
- Using databases

Week 5 September 20, 22
1ST 5 entries of annotated bibliography due Week 5: September 22
- Lindemann, Chap. 5, “What Do Teachers Need to Know about Linguistics?” pp. 60-85 (JOURNAL 4)
- Substitutes for the word said (handout and Graff & Birkenstein, pp. 39-40)
- Quoting
  o “The Art of Quoting,” Graff & Birkenstein, pp. 42-49
  o “Template for Introducing Quotations,” Graff & Birkenstein, p. 46, 224
  and “Templates for Explaining Quotes, p. 46-47, 225

Week 6 September 27, 29
- Lindemann, Chap. 6, “What Do Teachers Need to Know about Cognition?” (JOURNAL 5)
- Audience
- Yes/No/Okay, But: Three Ways to Respond,” Graff & Birkenstein, pp. 55-67, 225-27
  - Plagiarism (ref. U of Indiana, Bloomington School of Education site: http://www.indiana.edu/~istd/

**Week 7 October 4, 6** *Midterm grades due October 10*
Completed (all 10 entries) Annotated Bibliography due October 6

  - NOTE: The Lindemann chapter is intentionally out of order; read Ch. 13
- “And Yet: Distinguishing What You Say from What They Say,” Graff & Birkenstein, pp.68-75, 226-28
- Paraphrasing
- Voice

**Week 8 October 11, 13**
Mentor Logs due: 1st 5 entries—due October 11
WRC 1013 Student Writing Assignment due October 13

- “Skeptics May Object: Planting a Naysayer in Your Text,” Graff & Birkenstein, pp. 78-91, 228-30

**Week 9 October 18, 20**
Writing assignment development and presentation

- Lindemann, Chap. 14, “Responding to Student Writing,” pp. 222-251 (JOURNAL 8)
  - NOTE: The Lindemann chapter is intentionally out of order; read Ch. 14.
- pp. 86-108
- Effective sentences
- Parallel structure

**Week 10 October 25, 27**
Typed drafts of synthesis essay due to reviewer—October 27

- Lindemann, Chap. 12, “Teaching Rewriting,” pp. 189-210 (JOURNAL 9)
  - NOTE: The Lindemann chapter is intentionally out of order; read Ch. 12.
- Unity
- “Ain’t So/Is Not”: Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice,” Graff & Birkenstein, pp. 121-128

**Week 11 November 1, 3**
WRC 1013 Student Research Paper Rubric due—November 3
Typed response essay from reviewer due to author and professor—November 10
One copy to author
One copy to professor
Lindemann, Chap. 8, “Shaping Discourse,” pp. 130-145 (JOURNAL 10)
Organization and Coherence
“As a Result: Connecting the Parts,” Graff & Birkenstein, pp. 105-120
Rubric due for class sharing November 10
Punctuation

Week 12  November 8, 10  Veteran’s Day November 11
• Lindemann, Chap. 9, “Teaching Paragraphing,” pp. 146-162 (JOURNAL 11)

Week 13  November 15, 17
Persuasive synthesis essay--due November 22
• Lindemann, Chap. 10, “Teaching about Sentences,” pp. 163-174 (JOURNAL 12)
  o NOTE: The Lindemann chapter is intentionally out of order; read Ch.10
• Effective Sentences

Week 14  November 22 no classes November 24, 25: Thanksgiving holiday
Last 5 log entries due December 1
• Lindemann, Chap. 11, “Teaching about Words,” pp. 175-188 (JOURNAL 13)
• Deadwood
• Word choice
• Nominalization

Week 15  November 29, December 1
December 5: last day to withdraw from individual classes (via ASAP) with a “W”
(except athletes and international students, who must see an advisor)
• Lindemann, Chap. 15, “Designing Writing Courses,” pp. 252-279 (JOURNAL 14)
  o NOTE: The Lindemann chapter is intentionally out of order; read Ch.15
• Oral reports on Mentorship experience

Week 16  December 6  December 5: Last day to drop with a W grade.
  Must see advisor
• Student evaluations
• Finish oral reports on Mentorship experience
• Self-analysis charting

Study days—December 8, 9
Final Exam—Monday, December 12, 10:30 a.m.-1 p.m.: Self-Analysis essay
Commencement: December 15, 16, 17
Spring classes begin January 17, 2012
DATE SUMMARY SHEET

Journals are due on Tuesdays. You may submit the journal online BEFORE class or as a hard copy at the beginning of class. No late journals accepted.

- **August 25:** Last day to add a class via ASAP
- **August 30:** Journal #1, Chapter 2
- **September 5:** Labor Day (Monday)—no classes
- **September 6:** Journal #2, Chapter 3
- **September 8:** Annotated bibliography topic choice due
- **September 9:** Census Day, 5 p.m.
- **September 13:** Journal #3, Chapter 4
- **September 20:** Journal #4, Chapter 5
- **September 22:** 1ST 5 entries of annotated bibliography (online/hard copy)
- **September 27:** Journal #5, Chapter 6
- **October 4:** Journal #6, Chapter 13
- **October 6:** Completed (all 10) Annotated Bibliography (hard copy)
- **October 10:** Midterm grades due
- **October 11:** Journal #7, Chapter 7
  1ST Mentor Log entries (#1-5) due
- **October 13:** WRC 1013 Student Writing Assignment due
- **October 18:** Journal #8, Chapter 14
- **October 20:** Part 3 of Annotated Bibliography due
- **October 25:** Journal #9, Chapter 12
- **October 27:** Typed draft of synthesis essay due to reviewer
- **November 3:** WRC 1013 student research paper rubric due
- **November 8:** Journal #10, Chapter 8
- **November 10:** Typed response essay from reviewer due (copy to author and professor)
- **November 15:** Journal #11, Chapter 9
- **November 22:** Journal #12, Chapter 10
  Persuasive synthesis essay (hard copy)
- **November 29:** Journal #13, Chapter 11
- **December 1:** Last Mentor Log entries (last 5) due
- **December 6:** Oral reports on Mentorship Project experience
  Student Handwritten evaluations
- **December 8, 9:** Study days
- **December 12 (Monday, 10:30 a.m.-1 p.m.):** Final Exam (self-analysis essay)
- **December 15, 16, 17:** Commencement
- **January 17, 2011:** spring classes begin