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

MEETING TIMES: MWF 9-9:50
INSTRUCTOR: Dr. G. Pizzola
E-MAIL: gail.pizzola@utsa.edu (best way to communicate w/me)
OFFICE HOURS: MW 8-9 a.m., TH 9:30-10:30 or by appointment

THE JUDITH G. GARDNER CENTER FOR WRITING EXCELLENCE

For assistance with your writing, I recommend you visit The Judith G. Gardner Center for Writing Excellence (TWC), located in JPL 2.01.12D (main campus tutor room), JPL 2.01.12C (main campus computer room), and FS 4.432 (downtown campus). Peer tutors help undergraduate and graduate students with any step in the writing process, from brainstorming and understanding an assignment to planning and revising. Tutors can help with all types of writing assignments, including essays, technical writing, and research papers. In addition to one-on-one peer tutoring, TWC offers workshops throughout the semester on documentation and other writing topics. To learn more about the hours and workshop schedule, you can visit TWC website: utsa.edu/twc To keep up with the latest updates, follow TWC on Facebook and Twitter.

COURSE DESCRIPTION
ENG 3303 focuses on preparing 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. Theory and Practice of Composition 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 TEXT
Bookstore costs: New: $49.95 Used: $37.50

REQUIRED MATERIALS
Computer access
UTSA Email account
Internet access
Folder (provided), 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 linguistic choices for rhetorical effect

COURSE REQUIREMENTS

- **Weekly response journals** (Lindemann)
  See Blackboard for details..........................................................10%

- **Annotated Bibliography** (See Blackboard).........................10%

- **Writing Assignment development & presentation**
  (individual, group, and class activity).......................15%
  - Assignment: Details will be provided on Blackboard
  - You will develop a writing assignment for a
class of Developmental Writing (informative
and persuasive writing from sources) students.
  - We will brainstorm possible topics in
class.
  - Then students who are interested in the
same topic will work together to develop
the assignment (in teams of 3-4,
maximum).
  - As your guide, you will refer to
Lindemann, Chapter 13, “Developing
  - Due October 26

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

- **Mentorship Project** (See Blackboard).........................10%

- **Synthesis project**.................................................................20%
  - Use the topic you researched for your annotated
bibliography.
  - Compose 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.
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 November 23**
- **Submit as a hard copy; no online submissions.**

This is what the 7th ed. of the *MLA Handbook* looks like. This is what the 6th ed. of the *APA Manual* looks like.

- **Peer analysis of synthesis essay**……………………………………..5%

  **Part A**
  a. Compose a quality draft of your synthesis essay--complete, typed and documented
  b. Submit it to the assigned peer reviewer **November 2**

  **Part B**
  c. Compose a 2-page review of the draft you receive from the original author.
  d. Guidelines are posted on Blackboard
  e. Review due to original author **November 9**
  f. Copy of review due to professor **November 9**

Submission: **DO NOT SENT VIA BLACKBOARD**
  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 gail.pizzola@utsa.edu

- **Research presentation** (synthesis essay, in teams) ................. 10%
- **Final exam: Self-Evaluation essay** ........................................... 10%

For the final exam, you will write a self-evaluation essay (in a blue books)

A. Use the completed revision and editing charts you maintained throughout the semester.
B. Identify patterns that suggest your strengths and areas in need of improvement.
C. After reflecting on the patterns you identified, write a self-evaluation essay in which you analyze your strengths and the areas in need of improvement.
D. Quote and cite specific examples from your journals, your synthesis essay, and your annotated bibliography to illustrate the strength/area in need of improvement

- **Participation & Attendance**.................................................. 10%
  - Don’t underestimate importance of attendance & participation; if you are not in class, you can’t participate
  - Participation activities involve: workshops, prewriting, drafting, revision, editing activities, class discussion, etc.
  - presentations (individual and group)
  - **Attendance:** attend class, be on time, remain for the full period.
    - The class begins at 9:00 a.m. and ends at 9:50 a.m.
    - If you are absent or late, regardless of the reason, you cannot make up an in-class activity you missed.
    - I will take attendance at the beginning of each class via a 5-minute writing activity.
      - You will paraphrase/respond to a quote/question I write on the board.
      - If you complete this writing assignment and remain for the entire class, you will receive full credit for attending the class on that day (√ = 100%).
      - If you are late, and miss this writing activity, you may not make it up, and you will be counted late(√-), partial credit. (√- = 50%).
        - If you are late, it is your responsibility to let me know, after class, that you were here, but late.
        - If you don’t let me know you were late, you will be counted absent.
      - If you leave early, you will receive only partial credit for attending the class on that day.
INSTRUCTIONAL PROCEDURES
The primary instructional procedures used in this class will be discussion (class and group), student presentations (individual and group), peer review/analysis, writing practice and analysis.

LATE/MISSING WORK
- NO quiz, exercise, presentation, attendance writing activity, 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.
  - I will accept your synthesis essay or the Annotated Bibliography one class day late, with no penalty.
  - However, after that grace period, you may lose 10 points for each class day the essay is late, regardless of the reason.

GRADING STANDARDS—see Blackboard
GRADE EQUIVALENTS (for essays/projects)
- A+ = 97-100%  A = 96-94%  A- = 93-90%
- B+ = 89-87%  B = 86-84%  B- = 83-80
- C+ = 79-77  C = 76-74  C- = 73-70%
- D+ = 69-67%  D = 66-64%  D- = 63-60
- F = 59% and below

GRADE EQUIVALENTS (for course)
- A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 59% and below

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

ESSAY FORMAT (See Blackboard)

QUIZZES
From time to time we may have a quiz (objective or subjective) on Lindemann chapters. Usually these quizzes will be unannounced. If you keep up with the reading assignments, you shouldn’t have a problem with these quizzes.

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.

TEXAS AT SAN ANTONIO ACADEMIC HONOR CODE

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.

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.”

Shared responsibility
The University of Texas at San Antonio community shares the responsibility and commitment

UTSA policies and services regarding academic dishonesty may be found online 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!
COURSE SCHEDULE (Subject to change as needed)

Week 1     August 29, 31
- Introduction to the course, projects, bibliographies, library reserves, expectations, Blackboard
- Lindemann, Chap. 1, “Why Teach Writing?” pp. 3-9 (no journal required)

Week 2     September 5, 7       September 3: Labor Day, no classes
         September 5: Last day to add a class via ASAP
- Response Log (attendance)
- MLA Review

Week 3     September 10, 12, 14   September 14: Census Day
Annotated bibliography topic due: September 14
- Response Log (attendance)
- The Writing Process

Week 4     September 17, 19, 21
- Response Log (attendance)
- Lindemann, Chap. 4, “What Do Teachers Need to Know about Rhetoric?” pp. 37-59 (JOURNAL 3)
- Evaluating sources
- Using databases
- Summarizing

Week 5     September 24, 26, 28
1st 5 entries of annotated bibliography due Week 5: September 28
- Response Log (attendance)
- Lindemann, Chap. 5, “What Do Teachers Need to Know about Linguistics?” pp. 60-85 (JOURNAL 4)
- Substitutes for the word said (on BB)
- Quoting

Week 6     October 1, 3, 5
- Response Log (attendance)
- Lindemann, Chap. 6, “What Do Teachers Need to Know about Cognition?” (JOURNAL 5)
- Audience
- Plagiarism (ref. U of Indiana, Bloomington School of Education site: http://www.indiana.edu/~istd/)
Week 7   October 8, 10, 12
Completed (all 10 entries) Annotated Bibliography due October 12

- Response Log (attendance)
  - NOTE: The Lindemann chapter is intentionally out of order; read Ch. 13
- Paraphrasing
- Voice

Week 8   October 15, 17, 19   Midterm grades due October 15 by 2 p.m.
- Response Log (attendance)
- Workshop: Developing Writing Assignments

Week 9   October 22, 24, 26
- Response Log (attendance)
- Lindemann, Chap. 14, “Responding to Student Writing,” pp. 222-251 (JOURNAL 8)
- Analyzing rubrics
  NOTE: The Lindemann chapter is intentionally out of order;
- Workshop: Practice with grading student writing

Week 10   October 29, 31, November 2
Typed drafts of synthesis essay due to reviewer—November 2

- Response Log (attendance)
- Lindemann, Chap. 12, “Teaching Rewriting,” pp. 189-210 (JOURNAL 9)
  NOTE: The Lindemann chapter is intentionally out of order
- Parallel structure

Week 11   November 5, 7, 9
Typed response essay from reviewer due to author and professor—November 9

- Response Log (attendance)
- Author/Reviewer meeting
- Lindemann, Chap. 8, “Shaping Discourse,” pp. 130-145 (JOURNAL 10)
- Organization and Coherence

Week 12   November 12, 14, 16
- Response Log (attendance)
- Lindemann, Chap. 9, “Teaching Paragraphing,” pp. 146-162 (JOURNAL 11)
- Punctuation
Week 13       November 19, 21      November 22-24: Thanksgiving Break
Persuasive synthesis essay--due November 21

- Response Log (attendance)
  NOTE: The Lindemann chapter is intentionally out of order
- Effective Sentences

Week 14       November 26, 28, 30

- Response Log (attendance)
- Lindemann, Chap. 11, “Teaching about Words,” pp. 175-188 (JOURNAL 13)
- Deadwood
- Word choice
- Jargon
- Nominalization
- Presentations on mentorship project

Week 15       December 3, 5, 7      December 5: last day to withdraw w/ a “W”
Fall 2011 Incompletes due

- Research Presentations based on synthesis paper

Study days—December 10, 11
Final Exam—Tuesday, December 18, 2012, 7:30-10 a.m.
Final grades due December 21, 2 p.m.
Journals are due on Mondays, unless otherwise specified. You may submit the journal online BEFORE class or as a hard copy at the BEGINNING of class. No late journals accepted, regardless of the reason.

- **September 14**: Annotated bibliography topic choice due
- **September 5**: Journal #1, Chapter 2
- **September 10**: Journal #2, Chapter 3
- **September 17**: Journal #3, Chapter 4
- **September 24**: Journal #4, Chapter 5
- **September 28**: 1ST 5 entries of annotated bibliography (online/hard copy)
- **October 1**: Journal #5, Chapter 6
- **October 8**: Journal #6, Chapter 13
- **October 12**: Completed (all 10) Annotated Bibliography (hard copy)
- **October 15**: Journal #7, Chapter 7
- **October 22**: Journal #8, Chapter 14
- **October 29**: Journal #9, Chapter 12
- **November 2**: Typed drafts of synthesis essay due to reviewer
- **November 5**: Journal #10, Chapter 8
- **November 9**: Typed response essay from reviewer due
  - One copy to author
  - One copy to professor (online or hard copy)
- **November 12**: Journal #11, Chapter 9
- **November 19**: Journal #12, Chapter 10
- **November 21**: Persuasive synthesis essay (hard copy)
- **November 26**: Journal #13, Chapter 11
- **December 3-5**: Research Presentations
- **December 18**: (7:30 a.m.-10 a.m.): Final Exam: Self analysis essay