MEETING TIMES: Class Time: MWF 1-1:50
INSTRUCTOR: Dr. G. Pizzola
E-MAIL: gail.pizzola@utsa.edu (best way to communicate w/me)
OFFICE HOURS: Monday, Wednesday 8-9 a.m.; Thursday 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: www.utsa.edu/twc To keep up with the latest updates, follow TWC on Facebook and Twitter.

Course Description:

ENG 3313 focuses on the principles and practices of nonfiction informational and persuasive prose, emphasizing practice with development, coherence techniques, and style appropriate to different audiences. To this end, students will write extensively and often, practicing ways to expand their writing repertoire through various types of writing projects. Additionally, through writing workshops, students will share writing ideas and receive feedback, orally and in writing.

Course Text:


2. Readings posted on BB (full text and links)

Objectives: This course will provide students with an opportunity
1. To demonstrate skills in expressing ideas in writing and orally, using various strategies to develop nonfiction prose.
2. To demonstrate analyzing and critically evaluating ideas, arguments, and points of view as an author and as an audience.

Required materials
  Computer access
  UTSA Email account
  Internet access
  Blackboard access
  Folders, paper, writing instruments

INSTRUCTIONAL PROCEDURES
The primary instructional procedures: writing to learn, writing to communicate, discussion (class and group), student presentations, peer review/analysis.
Course Assignment Summary:
1) Project #1: Career research...............................................................10%
2) Project #2: Genre survey.................................................................10%
3) Project #3: Personal Statement..........................................................10%
4) Project #4: Place profile .................................................................10%
5) Project #5: Film review (Is X a good/bad Y). ....................................10%
6) Project #6: Proposal essay (X should/should not be done) .............10%
7) Project #7: Visual Argument ..........................................................10%
8) Project #8: Casagrande journal entries...........................................10%
9) Project #9: Peer analysis paper......................................................5%
10) Project #10: Self-Analysis .............................................................5%
11) Participation (discussions, group activities, & workshops, etc.) .......5%
12) Attendance (via response logs)......................................................5%

RESPONSE LOGS
Attendance will be taken via Response Logs. During the first 5 minutes of each class, I will provide a quote to which you will respond in writing. For completing this response, you will receive a ✓, full credit. If you are late, and miss this activity, you may not make it up, and you will be counted late (✓-), partial credit. 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.

LATE/MISSING WORK
• NO quiz, exercise, Response Log, or activity can be made up, for any reason
• Essays, rough drafts and final drafts are due on the date designated in the syllabus.
  o I will accept the final draft of an essay 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.

GRADING STANDARDS (See Blackboard)

+- GRADE POLICY (NEW)
Effective fall 2011, the English Department began assigning plus (+) and minus (-) grades for your final grade. (Note: Not all departments/programs 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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GRADE PERCENT EQUIVALENTS USED IN THIS CLASS

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<td>B-</td>
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<td>C+</td>
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<tr>
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<td>D-</td>
<td>63-60%</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)

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).

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!

RESPONSE JOURNALS—Casagrande or Blackboard article (See Blackboard)

COURSE SCHEDULE (Subject to change as needed)

NOTES:
1. Typically, we will work with the Casagrande text each Friday.
2. Casagrande journals are due each Wednesday, unless otherwise specified in the syllabus or orally in class

Week 1 August 29, 31
- Introduction to the course, projects, expectations, Blackboard, Casagrande
- JOURNAL 1#1, Casagrande, “Introduction,” The Sentence: The Writer’s Most Important Tool,” pp. 1-6—due Friday
- The Writing Process: A Review

Week 2 September 5, 7 September 3: Labor Day, no classes September 3; last day to add a class via ASPA
- Response Log (attendance)
- Casagrande, Chapter 1, “Who Cares? Making Sentences Meaningful to Your Reader,” pp. 7-14
- What can you do with a degree in English?
- “Are They Really Ready to Work?” (see Blackboard Web Link or http://www.conference-board.org/pdf_free/BED-06-workforce.pdf
- JOURNAL #2,The National Commission on Writing, “Writing: a Ticket to Work…or a Ticket Out” (see Blackboard)
- Occupational Outlook Handbook (online) http://www.bls.gov/oco/

Project #1: Career Research: due Friday, September 14
Week 3  September 10, 12, 14  September 14, Census Day  
Career Research Essay due September 12  
- Response Log (attendance)  
- Writing a Personal Statement ref.:  
  o Purdue OWL  
- JOURNAL #3, “Personal Statements,” (see Blackboard for article)  
- Project 2: Personal Statement—Write a 1-page personal statement: draft due September 21  

Week 4  September 17, 19, 21  
Personal Statement draft due Sept. 21  
Final draft due Monday, September 24  
- Response Log (attendance)  
- Revision/Editing log entries (Career Research)  
- Workshop: Personal Statement analysis  

Week 5  September 24, 26, 28  
Personal Statement due September 24  
- Response Log (attendance)  
- JOURNAL #5, Ruszkiewicz and Dolmage, “Genre” (see Blackboard)  
- What is a genre?  
- Creating and conducting a survey  

Project #3: Genre Survey: What types of writing are done in other disciplines/careers/fields? (see Blackboard)  

Week 6  October 1, 3, 5  
Findings presentations October 5  
- Response Log (attendance)  
- Revision/Editing log entries (personal statement)  
- Workshop: survey analysis, October 1
● Present findings orally, 10 minutes (max.)

**Week 7 October 8, 10, 12**

Survey written analysis due October 10

● Response Log (attendance)
● JOURNAL #7, Casagrande, Chapter 12, “You Will Have Been Conjugating: Other Matters of Tense,” pp. 98-106
● Creating a dominant impression: Celebrating the character of a place and its people, relationships, and boundaries
● Analysis of place articles (*Spirit Magazine*)

**Project #4:** Write a profile of a Texas city (not Austin, Dallas, Houston, or San Antonio)
Present your dominant impression and support it with facts, details, and examples from your research. Include graphics. Draft due October 17; final draft due October 24

What to address
   o Name of city/town
   o Location
   o Source of name (real, folk etymology)
   o Population
   o Economic base (ex., tourism, agriculture, manufacturing, etc.)
   o Unique geographic features (if applicable)
   o Attractions (museums, sports, cuisine, festivals, theater, music…), if applicable
      o Recreation: What do people do for fun/entertainment?
      o Architecture, if relevant

● Assignment: Locate a film review in a newspaper or magazine and bring the review to class Friday, October 19

**Week 8 October 15, 17, 19**

Place draft due October 17

Mid-term grades due October 15 by 2 p.m.

● Response Log (attendance)
● Workshop: Peer review—place analysis
● Revision/Editing log entries (genre analysis)
● Identifying film review characteristics; film selection

**Project #5:** Film Review due Friday, November 2
Week 9  October 22, 24, 26  Place Profile due October 24
- Response Log (attendance)
- JOURNAL #9, Casagrande, Chapter 17, “Taking the Punk out of Punctuation: The problem with semicolons and parentheses,” pp. 125-130 AND Chapter 18, “You Don’t Say: Descriptive Quotation Attributions,” pp. 131-133
- Locating sources: scholarly vs. popular sources

Week 10  October 29, 31, November 2  Film Review due November 2
- Response Log (attendance)
- Revision/Editing log entries (Place profile)
- JOURNAL #10, Casagrande, Chapter 15, “The Writer and His Father Lamented His Ineptitude: Unclear Antecedents” pp. 116-121

Project #6: Proposal
- Choose a controversial topic that you care about
  - Discuss it with professor before beginning research
  - Topic choice due: November 5
- Research the topic so that you understand both sides of the topic
- Take a position on the topic: X should/should not be done
- Draft due to reviewer Monday, November 12; final draft due to professor, Wednesday, November 21 Peer Review essay due 1) to author, 2) to professor

Project #7: Peer Analysis essay: written review of Project #6 proposal. Due Wednesday, November 21

Week 11  November 5, 7, 9  Proposal topic due November 5
- Response Log (attendance)
- Revision/Editing log entries (film review)
- JOURNAL #11, Casagrande, Chapter 19, “Trimming the Fat: Expressions that Weigh down Your Sentences,” pp. 134-148
- The Art of Quoting : Effective, sparing use of quotations
- Persuasion

Week 12  November 12, 14, 16  Proposal draft due to Peer Reviewer Nov. 12
- Peer Analysis due to author and professor Nov 21
- Response Log (attendance)
- Casagrande, Chapter 20, “The Major Overhaul: Streamlining even the Most Problematic Sentences,” pp. 149-163
- JOURNAL #12, Westbrook article (see Blackboard)
- Synthesizing information
- Documentation workshop: Bring to class all the articles for your proposal
• The Art of Metacommentary
  o Abstract/ Summarizing
  o Practice (possible): “The Fifth Freedom”

**Project #11:** Abstract (in class November 26)

**Project #8:** Multimodal/multigenre visual argument due Wednesday, December 12

- **Purpose:** Visually convince your audience about the reasonableness of your position on your proposal
- **Audience:** a group of conservative retired men and women
- **Guidelines**
  o Using only a single slide, present a visual argument that presents your position.
    - PowerPoint or Prezi is acceptable; a poster is not.
    - Write a one-sentence caption, but the message must be clear from the visualization you create.
    - The presentation time you have will depend on the number of students currently enrolled in the class
    - Be prepared to answer questions from your audience

**Week 13**

- **November 19, 21**
- **November 22-24:** Thanksgiving Break
- **Proposal essay due** November 28
- **Response Log (attendance)**
- **Workshop (November 21): Consultation—author and reviewer**
- **Visual Arguments**

**Week 14**

- **November 26, 28, 30**
- **Proposal due November 28**
- **Response Log (attendance)**
- **Revision/Editing log entries (peer analysis)**
- **Workshop: visual argument**
- **Project #11:** Abstract: write an abstract for proposal (in class, Monday)

**Week 15**

- **December 3, 5, 7**
- **December 5:** Last day to drop a class w/ a “W”
- **December 7:** Fall 2011 Incomplete grades due
- **Response Log (attendance)**
- **Revision/Editing Log (proposal) and workshop to identify trends**
- **Review: Presentation guidelines**
- **Project #9:** Self-Analysis essay (in-class)—bring a Blue Book (Friday)

**Study days—December 10, 11**

**Final Exam:** Wednesday, December 12, 2012, 1:30-4:00 p.m.
Visual argument presentations

**Final grades** due December 21 at 2 p.m.
DUE DATE SUMMARY

August 31:  JOURNAL 1-Casagrande, “Introduction”
September 5 JOURNAL 2—“National Commission on Writing” (BB)
September 10: JOURNAL 3—Personal Statements (BB)
September 12: Project 1: Career Research due
September 17: JOURNAL 4—Casagrande, Chapter 7 or Chapter 8
September 21: Personal Statement draft due
September 24: Project 3--Personal Statement due
September 26: JOURNAL 5: Ruszkiewicz and Domage, “Genre” (BB)
October 3: JOURNAL 6: Casagrande, Chapter 11
October 5: PRESENTATION: Genre survey findings
October 10: JOURNAL 7: Casagrande, Chapter 12
October 10: Project # 2: Genre survey written analysis due
October 17: Place Profile draft; JOURNAL 8, Casagrande, Chapter 13 & 16
October 24: Project 4: Place profile due
October 24: JOURNAL #9, Casagrande, chapter 17 & 18. Write on either.
October 31: JOURNAL #10, Casagrande, Chapter 15
November 2: Project #5: Film review due
November 5: Proposal topic choice due
November 7: JOURNAL #11, Casagrande, Chapter 19
November 12: Project 7a: Proposal due for peer analysis
November 14: JOURNAL #12, Westbrook article (see Blackboard)
November 19: JOURNAL #13, Casagrande, Chapter 21
November 21: Project 7b: Peer analysis of proposal due to author and professor
November 26: Project 11: Abstract for proposal (written in class)
November 28: Project 6: Proposal due
December 7: Project 9: Self analysis essay (in class)—blue book
December 12: Project 8: Visual argument presentations