University of Texas at San Antonio
Spring 2012
Advanced Composition ENG 3313.01

MEETING TIMES: Class Time: MWF 9-9:50
INSTRUCTOR: Dr. G. Pizzola
E-MAIL: gail.pizzola@utsa.edu (best way to communicate w/ me)
ROOM: MH 3.03.18
OFFICE: HSS 4.03.02
PHONE: 458-5336

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OFFICE HOURS: Tuesday 9:30-10:30; Wednesday, noon-1 p.m.; or by appointment

For assistance with your writing, I recommend you visit The Writing Center, located in HSS 2.02.22 (tutor room), HSS 3.03.08 (computer room), FS 4.432 (downtown campus), or JPL (check with reference desk for specific location in the library). See http://www.utsa.edu/twc for hours of operation at various locations.

Course Description:
ENG 3313 focuses on the principles and procedures 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, using the writer's workshop, students will share writing ideas and receive formative feedback, orally and in writing.

Course Texts:

Objectives:
This course will provide students with an opportunity
1. To demonstrate skills in expressing ideas in writing and orally, using various strategies (from traditional to experimental) 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
Email account
Internet access
Folders, paper, writing instruments

Course Assignment Summary:

1) Project #1: Career research .............................................................. 5%
2) Project #2: Profile ............................................................................. 10%
3) Project #3: Place .............................................................................. 10%
4) Project #4: Film review (Is X a good/bad ........................................... 10%
5) Project #5: Abstract .......................................................................... 5%
6) Project #6: Persuasive essay (3 people, max., per topic) ....................... 20%
7) Project #7: Peer review ..................................................................... 5%
8) Project #8: Visual Argument ............................................................... 10%
9) Glaser exercises ............................................................................... 5%
10) Project #9: Self-Analysis ................................................................. 10%
11) Participation (discussions, group activities, & workshops, etc.) ............. 5%
12) Attendance ..................................................................................... 5%

INSTRUCTIONAL PROCEDURE
The primary instructional procedures: writing to learn, writing to communicate, discussion (class and group), student presentations, peer review/evaluation/analysis.

RESPONSE LOGS
- Attendance will be taken via Response Logs. At the beginning of the class, I will provide a question to which you will provide a written response. I will provide approximately 5 minutes for you to complete this task. 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.

LATE/MISSING WORK
- NO quiz, exercise, Response Log, or activity 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 an essay one class day late with no penalty;
  - However, after that grace period, you will lose 10 points per class day that the essay is late, regardless of the reason.

GRADING STANDARDS

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/claim, 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/claim, or the thesis/claim 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/claim. The paper may have errors so numerous or serious that they interfere with the writer’s intended message.

+/– GRADE POLICY (NEW)
Effective fall 2011, the English Department began assigning 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 EQUIVALENTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>96-94%</td>
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<tr>
<td>A-</td>
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<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-84%</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70%</td>
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<tr>
<td>D+</td>
<td>69-67%</td>
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<tr>
<td>D</td>
<td>66-64%</td>
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<tr>
<td>D-</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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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.”

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A–</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B–</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C–</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
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<tr>
<td>D–</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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</tbody>
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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!
COURSE SCHEDULE (Subject to change as needed)

NOTE: Typically, we will work with the Glaser text each Monday.

Week 1 January 18, 28
- Introduction to the course, projects, expectations, Blackboard, Glaser
- The Writing Process: A Review

Week 2 January 23, 25, 27
- Response Logs
- Glaser, Chapter 1, “Voices You Want to Listen to: Elements of a Written Voice,” pp. 3-22
  - What can you do with a degree in English?
    - “Are They Really Ready to Work?” (available online: from Google, key in the title of the article)
    - Occupational Outlook Handbook (online)

Project #1: Career Research: due February 3

Week 3 January 30, February 1, 3 *Census Day, Feb. 1, 2012, 5 p.m.
- Career Research Essay due Friday
- Response Logs
- Profile
- Interviewing and observing
- Workshop: Writing interview questions; interviewing

Project #2: Profile—draft due February 10; final draft due February 17

Week 4 February 6, 8, 10 Profile draft due Friday
- Response Logs
- Revision/Editing log entries (Career Research)
- Telling nonfiction: So what? Who cares?
- Workshop: Peer review--profile

Week 5 February 13, 15, 17 Profile essay due Friday
- Response Logs
- Glaser, Chapter 4, “Finding the Right Words: What’s in a Name?” pp. 59-73
- Analysis
• Creating a dominant impression
• Toponymics: Place

**Project #3:** Place analysis—draft due February 24; final draft due March 2

**Week 6**  **February 20, 22, 24**  **Place draft due Friday**
- Response Logs
- Revision/Editing log entries (Profile)
- Glaser, Chapter 5, “Finding Fresh Words: Clichés, Usage, Quoting, Figurative Language,” pp. 75-88
- Workshop: Peer review--place analysis

**Assignment:** Locate a film review in a newspaper or magazine and bring the review to class on *Monday, February 27.*

**Week 7**  **February 27, 29, March 2**  **Place essay due Friday**
- Response Logs
- Glaser, Chapter 6, “Subjects and Predicates,” pp. 93-105
- Identifying film review characteristics; film selection

**Project #4:** Film Review, due March 9

**Week 8**  **March 5, 7, 9**  **Midterm grades due**  **Film Review due Friday**
- Response Logs
- Revision/Editing log entries (Place)
- Summarizing
- Practice: “The Fifth Freedom”

**SPRING BREAK MARCH 12-17**

**Week 9**  **March 19, 21, 23**
- Response Logs
- Revision/Editing log entries (Film Review)
- Glaser, Chapter 7, “Naming Definite Actors and Actions, “ pp. 107-121
- Locating sources: scholarly vs. popular sources
- Abstract

**Project #5:** Abstract due March 30

**Week 10**  **March 26, 28, 30**  **Abstract due Friday**
- Response Logs
- Glaser, Chapter 8, “Coherence: Making Sentences Connect,” pp. 125-140
- Icons: creating definitions; identifying examples
- Persuasion
Project #6: Persuasion essay: X is an American icon because ______________
(Include definition of an icon) Draft due to reviewer April 9; final draft due to professor, April 20. Peer Review essay due to 1) author and 2) professor April 13.

Project #7: Peer Review essay: review of Project #6 essay.

Week 11    April 2, 4, 6
- Response Logs
- Revision/Editing log entries (Abstract)
- Glaser, Chapter 9, “Assigning Emphasis,” pp. 141-158
- The Art of Quoting: Effective, sparing use of quotations
- Synthesizing information
- Documentation workshop: Bring to class all the articles for your persuasive essay

Week 12    April 9, 11, 13   *Persuasion draft due to Peer Reviewer Monday;
                            *Peer Review Essay due Friday
- Response Logs
- Glaser, Chapter 10, Controlling Rhythm, pp. 161-175
- The Art of Metacommentary
- Multimodalities
- Workshop (April 13): Consultation—author and reviewer;

Project #8: Multimodal/multigenre visual argument composition due May 8

Week 13    April 16, 18, 20   Persuasion essay due Friday
- Response Logs
- Glaser, Chapter 11, “Grammatical Variety,” pp. 177-198
- Visual Arguments

Week 14    April 23, 25, 27
- Response Logs
- Revision/Editing log entries (Persuasion)
- Glaser, Chapter 12, “Rules of Thumb,” pp. 201-215
- Review: Presentation guidelines
- Workshop: team meeting on visual argument

Week 15    April 30, May 2    *April 27 *last day to drop a class
- Response Logs
- Workshop: Revision/Editing Log
- Project #9: Self Analysis essay (in-class)—bring a Blue Book

Week 16
Study days—May 3, 4
Final Exam—Tuesday, May 8, 7:30-10:00 a.m.: Visual argument presentations
Graduation—May 10-12