

University of North Texas at Dallas

Fall 2024

SYLLABUS

ENGL 1313-0007: Computer-Assisted College Writing I 3 HRS	
Department of Languages and Communication	School of Liberal Arts and Sciences
Instructor Name:	Prof. Shon Phillips
Office Location:	
Office Phone:	469-456-7949 (text only)
Email Address:	roshonda.phillips@untDallas.edu
Office Hours:	By appointment – please email to schedule
Course Format/Structure:	Face-to-Face (on campus)
Classroom Location:	DAL 1 Rm 226
Class Meeting Days & Times:	Tues and Thurs 7-8:20PM
Course Catalog Description:	Writing as a means of critical thinking, with emphasis on the process of perfecting the essay through the writing of several drafts in the English computer classroom. No computer experience required.
Prerequisites:	None
Co-requisites:	None
Required Text:	There is no required textbook. All information will be posted in Canvas.
Recommended Text and References:	<i>The Purdue Online Writing Lab (OWL)</i> , found online at https://owl.english.purdue.edu/owl/ Grammar Help: Grammarly.com Writing Help: Smart Thinking
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untDallas.edu/library email: library@untDallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com</p> <p>Getting Help with Canvas:</p> <p>Canvas 24 /7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources: web: https://community.canvaslms.com/docs/DOC-10701</p> <p>For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972) 338-5580 email: distancelearning@untDallas.edu</p> <p>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</p> <p>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</p>
Supported Browsers	
Chrome	
Firefox	
Flash 28, 29 (for audio/video)	
Internet Explorer 11	
Safari 10, 11	
Supported Devices:	
iPhone	
Android	
Chromebook	
(Tablet users can use the Canvas app)	

Course Goals or Overview: The goals of this course are as follows -	
English 1313 is an introductory level writing course that seeks to empower students in becoming stronger, more flexible writers who have the skills, strategies, and awareness to write adeptly across many fields and genres, including academic writing. Students will learn to critically investigate their own use of language and writing, as well as the language and writing of other groups, communities, and professions. In doing so, students will come to understand how rhetorical and discourse strategies are employed to effectively inform and persuade audiences. This course seeks to bestow writing knowledge and skill that will make students insightful writers, preparing them for the work they will do in their academic career.	

Student Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1.Critical Thinking	Understand and utilize rhetorical principles in the analysis, evaluation, and creation of written, oral, and visual texts
2.Communication	Identify and implement writing and genre conventions from various disciplines
	Utilize flexible and robust writing processes and composing strategies for creating effective, written, oral, and visual texts
3.Teamwork	Collaborate effectively with their peers in composing and feedback processes
4.Personal Responsibility	Develop habits of monitoring, evaluating, and refining their work to meet the expectations of various writing situations.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added but will be communicated with students.

Timeline	Topics	Related SLO	Readings/Activities/Assignments
Week 1 Aug.27	Introductions <ul style="list-style-type: none"> - Professor and Students - Syllabus - How to write a strong short-answer essay - Group podcast assignment explained 	2,4	Class notes: "How to write a strong short-answer essay" Video excerpt - <i>The Social Dilemma</i> In-class free write (Thursday) Assign Group Podcast #1 - Writing and Social Media
Week 2 Sept. 3	Project 1: Literacy Narrative (in APA format) Situating Students in College Writing Courses <ul style="list-style-type: none"> - Types of College English Courses - How Writing is an Important Skill - How Writing is Not Just a Basic Skill 	1,2	Class notes: "The Five Types of College English Courses" Activity: Group discussion; class discussion Reading: "Why can't college graduates write coherent prose?" Class discussion Reading: "What Color is my Voice?" Group and class discussion

Week 3 Sept. 10	<p>Complicating Our View of Rhetoric</p> <ul style="list-style-type: none"> - What is Rhetoric? - Simple View vs. Complex View of Language - Rhetoric is Epistemic <p>Specific Literacy Narratives</p> <ul style="list-style-type: none"> - Malcolm X - Anzaldua - Victor Villanueva - Lamott (optional) - Rodriguez (optional) 	1,2	<p>Class notes: "What is Rhetoric and How it is Epistemic"</p> <p>PowerPoint</p> <p>Class discussion - Your most embarrassing "literacy" moment</p> <p>Readings: Excerpts from "Literacy Behind Bars", <i>Hunger for Memory: The Education of Richard Rodriguez</i>, "How to Tame a Wild Tongue" (with discussion of code switching)</p> <p>Assign Project 1: Literacy Narrative</p>
Week 4 Sept. 17	<p>General Tips and Guidelines on Writing a Literacy Narrative</p> <ul style="list-style-type: none"> - APA format - Organization <p>The Rhetorical Situation and Discourse Communities</p>	1,2,4	<p>Quiz 1</p> <p>Class Notes: "What is rhetorical situation and what things affect rhetorical situations?" "What are discourse communities?"</p> <p>Reading: "Rhetorical Situations and Their Constituents" Keith Grant-Davie</p>
Week 5 Sept. 24	<p>Project 2: Discourse Communities Analysis (in APA format)</p> <p>Rhetorical Situation and Discourse Communities cont'd</p> <p>***Possible writing conference week...***</p>	1,2,3,4	<p>Project #1 due</p> <p>Assign Project #2</p> <p>Group Podcast #1 due</p> <p>Class Notes: What are discourse communities?</p> <p>Activity: Group and class discussion based on student suggestions of discourse communities they are part of</p>

Week 6 Oct. 1	<p>Discussion and Analysis of Specific Discourse Communities</p> <ul style="list-style-type: none"> - Family - Friends - Sports - Pop Culture and Social Media <p>“Familect” or “Kitchen Table Dialect”</p> <p>In-class free write (Thursday)</p>	1,2,3	<p>Activity: Student-led discussion of their personal discourse communities</p> <p>Class notes: discourse communities - cont'd</p> <p>Class Discussion: Discourse Communities - sports/music/tv</p> <p>Group Presentations: "Familect"</p>
Week 7 Oct. 8	<p>Discussion of Specific Discourse Communities for the Analysis Report</p> <ul style="list-style-type: none"> - Conservatives - Progressives <p>Writing Skills: APA format and how to write and organize a rhetorical analysis report</p>	1,2,3	<p>Reading: “The alt-right, explained in its own words” Washington Post</p> <p>Reading: TBD</p> <p>Activity: Individual, group, and class rhetorical analysis of Tweets and Instagram posts about Australian breakdancer</p>
Week 8 Oct. 15	<p>Short discussion of Paper/Report 2</p> <p>Discussion of Various Rhetorical Topics and Podcast Episode</p>	1,4	<p>Project #2 due</p> <p>Group activity - commercials and rhetorical appeals groups will act out their own...</p>
Week 9 Oct. 22	<p>Project 3: Entering New Discourse Communities</p> <p>Discussion and Analysis of Professor-suggested Discourse Communities</p> <p>Assign Proj. 3 instructions</p> <p>In-class free write (Thursday)</p> <p>Creation of Groups for Project 3</p> <p>Choosing a Discourse Community for Each Group</p>	1,2,3	<p>Class Notes: “Paying attention to the rhetoric of a discourse community”</p> <p>Activity: Discussion about, and viewing examples of, student suggested online discourse communities</p> <p>Class Notes: “Deconstructing the Rhetoric of Specific Discourse Communities”</p> <ul style="list-style-type: none"> - Sports - Coffee - Makeup - Music (fan pages) - Cooking

	Group Planning for Project 3		Activity: Groups will choose a discourse community and create a plan for entering that community through social media
Week 10 Oct. 29	In-class work on Project 3 Group meetings with Prof. Phillips to assess progress	1,2,3,4	Readings: Online and social media postings suggested by students Assign Part 1 of Project 3 Activity: in-class work on Project 3
Week 11 Nov. 5	Discussion of Part 1 of Project 3 (show student work on screen in class) Discussion and Explanation of Part 2 of Project 3 Writing Skills: How to write a abstract/reflection/analysis of Part 1 [in APA format]	1,2,3	Part 1 of Project 3 Due Assign Part 1 of Project 3 Activity: Informal group presentations on their interaction within the new discourse community Activity: Create outline for Part 2 of Project 3 Assign Part 2 of Project 3
Week 12 Nov. 12	Short discussion of Part 2 of Project 3 Project 4: Academic Discourse Essay (in APA format) Introduction to Project/Essay 4 What is an academic discourse essay College Writing is WAC!: What is Writing Across the Curriculum	1,2,4	Part 2 of Project 3 Due Class Notes: “Features of Academic Writing”; “How is Academic Writing Different Than Popular Writing”; “Importance of Academic Writing to Society”; “WAC vs. WID vs. WAW” Reading: “A Stranger in Strange Lands: A College Student Writing Across the Curriculum” Lucille McCarthy Extra Readings: “Inventing the University” David Bartholomae and <i>Moving Beyond Academic Discourse</i> by Christian Weisser (p. 130-131)
Week 13 Nov. 19	Rhetorical Differences Between Various Types of Writings on the Same Subject In-class free write (Thursday)	1,2	Reading (social media feed): Twitter feed/comments on Race by @CyrusMMcQueen (may be replaced with a different reading) Listicle: “37 Things...” Student selected readings - Professor will provide 3 options (2 will be selected) Part 3 of Project #3 due

			Group and class discussion about differences between the various readings Quiz 2
Week 14 Nov. 26	Re-Cap of Week 13 Information Assign/Explain Project 4 - Video Interview - Essay Points of Analysis: Format Style, Organization, Diction, Formality, and Citation Style Assign Groups of 2 Video Interviewing Tips	1,3,4	Class Notes: “How is Academic Writing Different in Different Fields: Format Style, Organization, Diction, Formality, and Citation Style”; “How to Interview an Academic About Writing in Their Field”; “Tips on Creating a Good Video and How to Post it Online” Activity: Each group creates a plan of action for their interview video Video/Podcast Interview Assigned Assign Essay for Project 4
Week 15 Dec. 3	Assign/Explain Essay Portion of Project 4 Writing Skills: How to write and organize a traditional essay about academic writing	1,4	Video/Podcast Due Class Notes: “How to write the Project 4 Essay” Activity: Each student creates an outline for the final essay Activity: One-on-one meetings with Prof. Phillips to finalize the outline via Zoom
Week 16 Dec. 10 Finals Week		1,2,4	Project 4 Essay Due

Please note: Reading assignments may be assigned for either in-class or out of class reading. Out of class reading assignments are expected to be completed before the next class meeting. Some of the listed course readings may be supplemented or substituted. Instructor reserves the right to modify syllabus as needed. Any changes will be articulated to students in a timely manner.

Quizzes: Instructor reserves the right to assign 2 pop quizzes during the term. These quizzes are in addition to the quizzes already noted on the syllabus.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Revised August 2024 and supersedes all previous versions

Writing Projects: Students will complete four major writing projects to understand and practice the skills and strategies of effective writing in the course

Free Writes Students will complete four , in-class free-writes to understand and practice the skills and strategies of effective writing in the course

Group podcast: Students will engage in a podcast discussion with classmates over various course readings

Quizzes: Students will be quizzed over course concepts and/or readings - 2 scheduled and 2 unscheduled

Peer Reviews: Students will peer review each other's work to better communicate their writing to audiences

In-class activities and assignments: students will engage in class discussions, groups discussion, and small group presentations. *Instructor reserves the right to add online discussions in Canvas as needed.*

Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)
Project 1: Literacy Narrative		15%
Project 2: Rhetorical Analysis		15%
Project 3: Entering New Discourse Communities		15%
Project 4: Academic Discourse Essay		15%
Quizzes (average of all)		15%
Group podcast #1 and #2		15%
Professionalism & Participation		10%
TOTAL:		100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

Course and University Policies and Procedures

Late Work

Late work is not accepted. If you are falling behind in the course or struggling to meet deadlines, please come speak to me **before** assignments are due.

Attendance

Attendance in class is required. In each 15-week semester, students may have up to four (4) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After six (6) unexcused absences, the student may fail the class due to an absence failure.

In each 8-week semester, students may have up to two (2) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After four (4) unexcused absences, the student may fail the class due to an absence failure.

Absences may be considered excused only if 1) students have made pre-arranged plans with the instructor for events and circumstances that are appropriate for missing class or 2) the student has documentation (timestamped picture, official note, dated materials) of extenuating circumstances.

Writing Center, Brain Fuse, and Grammarly

Good writers do not write in a vacuum; rather, they seek feedback and assistance from many people and groups. One of the best resources to use on campus is the Writing Center, where a trained writing consultant can help students review and revise their papers, no matter what stage they're at.

The Writing Center is located in the Learning Commons area on the second floor of the Student Center building. To access Brain Fuse, go to <https://home.brainfuse.com/> and create an account using your UNTD email as your username. Brain Fuse can also be accessed from the student portal.

Another great online resource is Brain Fuse which provides free tutoring 24 hours a day. Please let me know if you need help accessing Smart Thinking.

Finally, a good tool to help you find and fix grammar errors is Grammarly.com. It is a website and integrated tool that you can use when writing anything.

Students with Disabilities (ADA Compliance)

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

Course Evaluation Policy

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Academic Integrity

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at

http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

UNT-Dallas' Writing Program's Statement Regarding Artificial Intelligence

The UNT-Dallas writing program acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student writing and content creation. The Writing Program and the Department of Languages, Linguistics, and Rhetoric take a use-with permission approach to AI. Students are only permitted to use AI technology in the creation of any course content if permitted by the course instructor. If the use of AI technology is detected, without specific instructor permission, the student will be deemed in violation of the plagiarism policy. The writing program will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies.

Academic Regulations on Student Behavior

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNT-D Policy 7.001 found at <https://www.untDallas.edu/hr/upol>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Bad Weather Policy

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>

Diversity/Tolerance Policy

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)