

CBM003 ADD/CHANGE FORM

APPROVED FEB 23 2011

Undergraduate Council
 New Course Course Change
 Core Category: Comm Effective Fall 2011

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or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2011

1. Department: ENGL College: CLASS

2. Faculty Contact Person: Peter Gingiss Telephone: 3-2947 Email: pgingiss@uh.edu

3. Course Information on New/Revised course:

• Instructional Area / Course Number / Long Course Title:

ENGL / 1303 / FIRST YEAR WRITING I

RECEIVED OCT 15 2010

• Instructional Area / Course Number / Short Course Title (30 characters max.)

ENGL / 1303 / FIRST YEAR WRITING I

• SCH: 3.00 Level: FR CIP Code: 23.0404.00.04 Lect Hrs: 3 Lab Hrs:

4. Justification for adding/changing course: To more accurately reflect course content/level (with D)

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:

 / /

• Course ID: Effective Date (currently active row):

6. Authorized Degree Program(s): B.A. English

• Does this course affect major/minor requirements in the College/Department? Yes No

• Does this course affect major/minor requirements in other Colleges/Departments? Yes No

• Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

 / / ENGL 1303 Freshman Composition I

• Course ID: 21428 Effective Date (currently active row): 8212000

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: score of 240 on the TASP Writing Test or its equivalent. Students who score below the minimum should enroll in ENGL 1300. Credit may not be received for both ENGL 1303 and 1309. Description (30 words max.): Detailed study of the principles of rhetoric as applied in reading and writing expository essays.

10. Dean's Signature: [Signature] Date: 10/13/10

Print/Type Name: Sarah Fishman

U N I V E R S I T Y *of* H O U S T O N

REQUEST for MODIFICATION to a CORE CURRICULUM COURSE

Originating Department/College: English

Person making request: Peter Gingiss, Ph.D. Telephone: 713-743-2947

E-mail: pjgingiss@uh.ed

Dean's signature:  Date: 12/13/10

I. General Information:

Course number and title: English 1303

II. Category of Core for which course is being proposed (mark only one):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Visual/Performing Arts Critical |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Visual/Performing Arts Experiential |
| <input type="checkbox"/> Mathematics/Reasoning (IDO) | <input type="checkbox"/> Natural Sciences |
| <input type="checkbox"/> American History | <input type="checkbox"/> Social/Behavioral Sciences |
| <input type="checkbox"/> Government | <input type="checkbox"/> Writing in the Disciplines (IDO) |
| <input type="checkbox"/> Humanities | |

III. Briefly state the specific changes being made to the course and/or its catalog description, with an explanation of why such changes are needed.

A. Proposed change

The title should be changed from Freshman Composition I to First Year Writing I

B. Rationale for change

This is more in line with what other universities are calling equivalent courses.

IV. Please attach a syllabus that clearly reflects that the Exemplary Educational Objectives are being met. If these objectives have changed from those originally tied to the course, briefly describe the change(s).

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

English 1303 Freshman Composition I, Fall 2010

Instructor Name:

Office Location: 000XX

Office Hours: XXXXXXXX

Office Phone: 713-743-XXXX

WebCT/Vista Site:

Section Number: XXXXX

Meeting Time: XXXXXX

Class Location: XXXXXX

Email Address:

Course Goals and Methods:

English 1303 satisfies 3 of 6 hours of the U of H core curriculum Level I (Composition) requirement. The catalog describes this course as “A detailed study of the principles of rhetoric as applied in reading and writing expository essays.” More specifically, this course will help you identify and effectively use a variety of tools and strategies available to you as you face academic and day-to-day writing tasks.

We will approach writing both as a way of thinking and as a way of communicating thought. We will focus on the concurrent activities of *invention*, *elaboration*, and *revision*, moving in and among them as we explore the choices available to us as writers. More specifically, we will use invention to discover what it is possible to say; we will use our drafts to discover more precisely what we want to say and how we want to say it; and we will use our revisions to further develop our thoughts and to make sure they are working for our intended audiences, moving back and forth among these activities as we mold and shape our work. In class we will discuss assigned readings, but we will also work in small groups to explore and refine our responses, both to the readings, and to one another’s written drafts in progress.

The key to succeeding in this course is to understand writing as an ongoing process of thinking, drafting, rethinking, and redrafting. As important as getting a “finished” draft down on paper will be the *process* of drafting, exploring, and then changing and refining that draft to better meet your writing goals and your audience’s expectations. Finally, we will work on preparing manuscripts that are professional. We will address mechanics, grammar, and presentation as *rhetorical* issues that either further the objectives of the writing or detract from its effectiveness.

Prerequisites: In order to be enrolled in English 1303 students must meet *one* of the minimum test scores following: TASP/THEA 240 or TASP/THEA Exempt; TSWE 40; SAT 500 Verbal; ACT 19 Verbal; COMPASS 6; TOEFL 4.5; or PENSSE. **It is the student’s responsibility to show the instructor proof that he or she has met the course prerequisites. Students who do not show proof by the 6th day of the semester will be dropped from the course.**

Core Communication Course Exemplary Educational Objectives (Learning Outcomes): The student who completes this course will be expected to:

1. understand and demonstrate writing processes including invention, organization, drafting, revision, editing, and presentation.

2. understand the importance of specifying audience and purpose, and make appropriate communication choices in such areas as voice, tone, level of formality, etc.
3. recognize, understand, and apply the conventions of format, structure, and style appropriate to a variety of rhetorical modes, situations, and genres, i.e., description, exposition, narration, scientific writing, and self-expression, in written communication. .

Texts:

- John D. Ramage, John C. Bean, and June Johnson, *Allyn and Bacon Guide to Writing*, 5th custom ed. (custom-cut for University of Houston), Pearson 2009.
- Lester Faigley, *The Brief Penguin Handbook*, 3rd ed. (Pearson Longman, 2006).

Copies of these textbooks, and all textbooks for Core Curriculum Courses, are available in the reserves section of M. D. Anderson Library (Access Services, 1st floor).

Course Requirements:

- Students will write several shorter assignments (1-2 pages) and three longer essays (3-5 pages); longer essays will require multiple drafts.
- Students should type all assignments, and the print should be dark enough to read easily. Students are responsible for saving copies of any work turned in for grading.
- Students must turn in all assigned work to be eligible to pass the course.
- Students should turn in assigned work on time.
- Students are expected to attend class. Students with more than 6 hours of unexcused absence (4 T/Th classes, 6 in a MWF class) may be dropped for excessive absence at the instructor's discretion; while such withdrawal is not automatic, excessive absence will affect the final grade in any case (see attendance policy under "Professionalism"). Other than religious holidays, as detailed below, only University-sponsored activities count as excused absences.
- Religious holidays may be excused if the student submits a notice to the instructor stating his or her intention in advance of the absence.
- Students are expected to do their own work. The University of Houston Academic Policies define and prohibit academic dishonesty as follows: "Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (Article 3.02; see *Student Handbook* URL www.uh.edu/dos/hdbk for further details). The primary concern in this course is plagiarism, again defined in the Academic Honesty Policy: "Representing as one's own work the work of another without acknowledging the source." Plagiarism will be dealt with according to its type and severity: faulty citation of sources will be treated as a matter for teaching and revision; willful and knowing academic dishonesty will be dealt with according to University policy and can result in failure of the

assignment or the course, and/or suspension from or expulsion from the University.

Academic Support Services:

“In compliance with the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, the **Center for Students with DisABILITIES (CSD)** provides ‘reasonable and necessary’ testing accommodations for qualified students with health impairments, physical limitations, psychiatric disorders, and learning disabilities.” Students who want to know more about these services should consult the Student Handbook, or should contact CSD in Room 110 of the Justin Dart, Jr. Center for Students with DisABILITIES (building #568), 713-743-5400 (voice) or 713-749-1527 (TTY); www.uh.edu/csd.

Grading:

Course work will be weighted roughly as follows:

Brief writing exercises/daily work	15%
Summary or Summary and Strong Response	25%
Informative (and Surprising) Article or Synthesis Essay	25%
Autobiographical Narrative or Literacy Narrative	25%
Professionalism*	10%

When revisions are required or allowed for specified assignments, the revised grade will replace the original grade.

While the very specific criteria for grading will vary from assignment to assignment (and will usually be indicated on assignment handouts), in broad terms the following proportion of importance will usually apply:

Topic/purpose development	50%
Organization and support	30%
Style and mechanics	20%

***Professionalism:** Our class will reproduce in many ways a “real-world” work environment, and you will be expected to participate professionally—be on time, meet deadlines, collaborate, and pull your load. Professionalism includes all of these as well as regular attendance, willing participation in all facets of classroom life, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing. After 4 absences (6 in a MWF class), your professionalism grade will be affected. In some cases, professionalism could mean the difference between one grade and the next—or, in borderline cases, between passing and failing.

Course Expectations for Behavior and Preparation:

The University of Houston spells out its "Expectations of Students for a Conducive Learning Environment" in the *UH Student Handbook*, page 66; please review them. The English Department endorses these policies and expects you to abide by them. The handbook is available online at:

<http://www.uh.edu/dos/pdf/new/1004%20DOS%20student%20hdbk.pdf>.

In addition:

- Please raise your hand to be recognized
- Students are expected to be on time.
- Students are expected to read assigned material and come to class prepared to discuss or work on that material.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- Any continued disruption of class, including but not limited to the use of cell phones or other disruptive electronic devices, will result in a report to the Dean of Students Office for a conduct code infraction. After one warning, if the disruption continues, you will be asked to leave the classroom for the remainder of class.

English 1303 Tentative Course Schedule

This is a tentative schedule, which may change as the class progresses. Changes will be announced in class.

All readings are from the *Allyn and Bacon Guide to Writing*. We will use *The Brief Penguin Handbook* to supplement as needed.

8/23 Week 1: Introductions; chapter 1 *ABGuide*; Brief Writing Project 1, p. 26, **Posing a Good Subject-Matter Problem** or Brief Writing Project 2, p. 27, **Understanding Rhetorical Context**.

Monday, Aug. 30—Last day to add a class.

8/30 Week 2: Chapters 2, 3 *ABGuide*; Brief Writing Project p. 48, **Playing the Believing and Doubting Game** and/or Brief Writing Project p. 65, **Analyzing Angle of Vision in Two Passages about Nuclear Energy**. Selections from chapter 17, especially Skills 1-3.

9/6 Week 3: **Labor Day Holiday Monday 9/6**. Chapters 4, 5 *ABGuide*; Brief Writing Project pp. 83-84, **Converting a Passage from Scientific to Popular Style**; Writing Project pp. 98-99, **Two Contrasting Descriptions of the Same Place and a Self-Reflection**; selections from chapter 17, especially Skill 4.

Wednesday, Sept. 8—Last day to drop a course or withdraw without receiving a grade.

9/13 Week 4: Chapter 6 *ABGuide*; introduce Writing Project p. 131, **A Summary** and/or p. 135, **A Summary/Strong Response Essay**; selections from chapter 18, "Composing and Revising Closed-Form Prose."

9/20 Week 5: Working on drafts of Summary or Summary/Strong Response Essay; selections from chapter 19, "Composing and Revising Closed-Form Prose."

9/27 Week 6: Revising draft of Summary/Strong Response Essay; selections from Chapter 22, "Incorporating Sources into Your Own Writing"; chapter 23, "Citing and Documenting Sources."

10/4 Week 7: Chapter 9 OR chapter 13 *ABGuide*; introduce Writing Project p. 221, **Informative (and Surprising) Article** or p. 356, **A Synthesis Essay**.

10/11 Week 8: Working on Informative Article or Synthesis Essay; selections from chapters 18, "Composing and Revising Closed-Form Prose."

English 1303, Section XXXXX (TA name)

10/18 Week 9: Revising Informative Article or Synthesis Essay; selections from chapter 18, "Composing and Revising Closed-Form Prose"; chapter 22, Incorporating Sources into Your Own Writing"; chapter 23, "Citing and Documenting Sources."

10/25 Week 10: Revising Informative Article or Synthesis Essay.

11/1 Week 11: Chapter 7 *ABGuide*; introduce Writing Project p. 157, **Autobiographical Narrative** or p. 160, **Literacy Narrative**.

Wednesday, Nov. 3—last day to drop a course or withdraw with a "W"

11/8 Week 12: Working on drafts of Narrative Essay; selections from chapter 19, "Composing and Revising Open-Form Prose."

11/15 Week 13: Revising Narrative Essay.

11/22 Week 14: Revising Narrative Essay.

Thanksgiving Break, Wednesday-Saturday, Nov. 24-27.

11/29 Week 15: Conclusion of course; **classes end Sat., Dec. 4.**

Finals: 12/08-12/16. (This course does not usually include a final exam; instructor grades are due 72 hours after section's scheduled final exam slots [see <http://www.uh.edu/academics/courses-enrollment/final-exam-schedules/#fall-department>].)