

CBM003 ADD/CHANGE FORM

APPROVED FEB 23 2011

Undergraduate Council 10 or

New Course Course Change

Core Category: Comm Effective Fall 2011

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 / 1304 / FIRST YEAR WRITING II
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
ENGL / 1304 / FIRST YEAR WRITING II
 - SCH: 3.00 Level: FR CIP Code: 23.0401.00.01 Lect Hrs: 3 Lab Hrs:
4. Justification for adding/changing course: To more accurately reflect course content/level (title Δ)
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 1304 Freshman Composition II
 - Course ID: 21431 Effective Date (currently active row): 8212000
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL 1303 or equivalent. Credit may not be received for both ENGL 1304 and 1310 or 1370. Description (30 words max.): Detailed study of the principles of rhetoric as applied to analyzing and writing argumentative and persuasive essays; principles and methods of research, culminating in writing a substantial research paper.

10. Dean's Signature:  Date: 2/13/10

Print/Type Name: Sarah Fishman

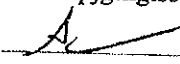
U N I V E R S I T Y of H O U S T O N
REQUEST for MODIFICATION to a CORE CURRICULUM COURSE

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 1304

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 II to First Year Writing II

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 1304, Section XXXXX (TA name)

English 1304 Freshman Composition II, Fall 2010

Instructor Name:

Office Location: 000XX

Office Hours: XXXXXXXX

Office Phone: 713-743-XXXX

Email Address:

Companion Blackboard Vista Site:

Section Number: XXXXX

Meeting Time: XXXXXX

Class Location: XXXXXX

Course Goals and Methods:

English 1304 satisfies 3 of 6 hours of the Core Curriculum Communication requirement. The catalog describes this course as follows:

1304: Freshman Composition II: Cr. 3. (3-0). **Prerequisite:** ENGL 1303 or equivalent. Credit may not be received for both 1304 and 1310 or 1360. A detailed study of the principles of rhetoric as applied to analyzing and writing argumentative and persuasive essays; principles and methods of research, culminating in writing a substantial research paper.

We will approach writing both as a way of thinking and as a way of communicating thought. We will focus on the three activities of *invention*, *elaboration*, and *revision*. We will use our drafts to discover what we want to say and how we want to say it; we will use our revisions to develop our thoughts further and to make sure they are working for our intended audiences. 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. We will also explore strategies for effective argument as we analyze the uses of argument in public controversies and develop strategies for creating persuasive written arguments with research support.

The key to succeeding in this course is to understand writing as an ongoing process of thinking, drafting, and revising. Equally as important as getting a "finished" draft down on paper will be producing a draft that explores an idea, 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 issues of mechanics, grammar, and presentation in terms of the earned authority of a manuscript.

Prerequisites: Passing grade in English 1303, 1309, or equivalent. Students who do not meet this prerequisite may not remain in the course.

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

1. Understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and presentation.

English 1304, Section XXXXX (TA name)

2. Recognize, understand, and apply the conventions of format, structure, and style appropriate to a variety of rhetorical situations, audiences, and genres.
3. Develop the ability to use writing and reading for inquiry and research; i.e., find, evaluate, and analyze appropriate primary and secondary sources; integrate one's own ideas with the ideas of others; and write a documented paper that conforms to the standards of the discipline, using a consistent documentation style (e.g., MLA, APA).

Texts:

- John D. Ramage, John C. Bean, and June Johnson, *Writing Arguments: A Rhetoric with Readings*, 8th ed. (Longman, 2010).
- Recommended: Lester Faigley, *The Brief Penguin Handbook*, 3rd ed. (Pearson/Longman, 2009).

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, researched and documented 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 must turn in all assigned work to be eligible to pass the course.
- Students should turn in assigned work on time. One letter grade will be deducted for each class period an assignment is late; any assignment that is not turned in within 4 class periods of its original due date will be given a zero—but it still must be turned in for the student to be eligible to pass the course.
- Students are expected to attend class. Students with more than 6 hours of unexcused absence (4 T/Th classes, 6 in a MWF class) can 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.

- Students are responsible for saving copies of any work turned in for grading.

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%
Major paper #1	20%
Major paper #2	25%
Major paper #3	25%
Professionalism*	15%

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

In addition, as stated in Course Requirements, student must complete all graded work, whether or not it counts for credit due to late-penalties, in order to be eligible to pass the class.

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

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becomes an F. In some cases, professionalism could mean the difference between one grade and the next—or, in borderline cases, between passing and failing.

**English 1304
Sample Syllabus
Spring Semester 2010**

[Syllabus does not include readings from “An Anthology of Arguments,” *Writing Arguments* Part VI; readings may be incorporated as desired.]

Weeks 1-2: Monday, Aug. 30—Last day to add a class. *Writing Arguments (WA)* chs. 1 and 2. Introduction to argument, rhetoric. Review materials familiar to some from 1303 (believing and doubting, summary writing, rhetorical context). Introduction to the writing process.

Possible activities: Implicit and explicit arguments, pp. 6-9; role-playing arguments, pp. 17-18; Gordon Adams’ petition, pp. 19-23; responding to visual arguments, pp. 27-28; believing and doubting, p. 31; 38-45; placing readings in rhetorical context, p. 38; says/does statements, summary writing, pp. 42-43; thinking dialectically, pp. 46-49. Also practicing invention strategies; exploratory writing on topics of individual interest.

Possible brief writing assignment (choose one): “Writing Assignment: An Argument Summary or a Formal Exploratory Essay,” p. 50

Week 3: Labor Day Holiday Monday 9/6— *WA* chs. 3, 4, 5: Anatomy of an argument: claim with reasons; structure of a classical argument; issue vs. information questions; genuine vs. pseudo-arguments; logical structure of an argument (Toulmin scheme). Using evidence; visual argument/angle of vision.

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

Possible activities: Information vs. issue questions, p. 65; reasonable vs. pseudo-arguments, p. 67; developing claims and reasons, p. 70. *If you use the Toulmin scheme:* Identifying underlying assumptions, p. 76; developing enthymemes with Toulmin, p. 80; reasons, warrants, and conditions of rebuttal, p. 84; audience-based reasons, p. 86. Angle of vision/selecting evidence, pp. 96-97; strategies for framing statistical evidence, p. 101.

Possible brief writing assignments (choose one): “An Issue Question and Working Thesis Statements,” p. 71; “Plan of an Argument’s Details,” p. 87; “A Microtheme of a Supporting-Reasons Argument,” pp. 104-05;

Week 4: *WA* chs. 6, 7, 8, 9: Rhetorical appeals/ethos, pathos, kairos; responding to objections/alternative views; analyzing arguments (textual and visual).

Possible activities: Incorporating appeal to pathos, p. 115; analyzing images as appeals to pathos, p. 116; analyzing arguments for kairos, logos, ethos, pathos, pp. 118-19; planning an audience-based argumentative strategy, p. 122. Distinguishing fair from

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unfair summaries, p. 129; refutation strategies, p. 134. Exercises in rhetorical analysis, pp. 147-48; 154; 169; 179-83; 185-89; developing ideas for a poster argument, p. 191.

Possible brief writing assignments (choose one): "Revising a Draft for *Ethos*, *Pathos*, and Audience-Based Reasons," p. 123; "A Classical Argument or a Dialogic Argument Aimed at Conciliation," p. 140; "A Rhetorical Analysis," pp. 158-59; "A Visual Argument Rhetorical Analysis, a Poster Argument, or a Microtheme Using Quantitative Data."

Week 5: Major Paper 1: A revision and elaboration of any of the writings from weeks 1-4.

Practicing group strategies, Appendix 2 (pp. 409 ff.); peer review of drafts.

Week 6: Work on, revise, submit Major Paper #1.

Weeks 7-14: Wed., Nov, 3, Last day to drop classes with a "W." Major Papers 2 and 3: *Select from among the writing assignments in chapters 11 through 15.* Devise assignments to build on work from weeks 1-6 and to incorporate library, research, and documentation skills. Assignments may ask students to *analyze* existing arguments, or to *produce* arguments of their own, using the skills they have acquired. Use exercises as appropriate to support your objectives. Assign readings in Part 6, An Anthology of Arguments, as useful.

Reference: chs. 16, 17 on research strategies and practices.

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

Classes end Saturday, Dec. 4.

Dec. 6-7 Make up day/Reading Period

Finals: 12/8-12/16. (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>].)