

UC 12090 12 F

CBM003 ADD/CHANGE FORM

APPROVED DEC 05 2012

Undergraduate Council  
 New Course  Course Change  
 Core Category: Comm Effective Fall 2014

or

Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2013

1. Department: English College: CLASS  
 2. Faculty Contact Person: Paul Butler Telephone: 3-1758 Email: pbutler@central.uh.edu

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:  
ENGL / 1303 / First Year Writing I
- Instructional Area / Course Number / Short Course Title (30 characters max.)  
ENGL / 1303 / FIRST YEAR WRITING I
- SCH: 3.00 Level: FR CIP Code: 23130100 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements

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):       

- 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 / First Year Writing I
- Course ID: 21428 Effective Date (currently active row): 8272012

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

Cr: 3. (3-0). Prerequisites: A score of at least 240 on TASP Writing or its equivalent Description (30 words max.): A detailed study of the principles of rhetoric as applied in reading and writing expository essays.

10. Dean's Signature: ..

\_\_\_\_\_ Date: 12/8/12

Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of English

Person Making Request: Dr. Paul Butler

Telephone: (713) 743-1758

Email: pbutler@central.uh.edu

Dean's Signature: \_\_\_\_\_

Date: 9/18/2012

Course Number and Title: English 1303, First Year Writing I

Please attach in separate documents:

- Completed CBM003 Add/Change Form with Catalog Description
- Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- Students will understand and demonstrate writing processes including invention, organization, drafting, revision, editing, and presentation, developing teamwork through such classroom techniques as peer review and class discussion.
- Students will understand the importance of specifying audience and purpose, and make appropriate written, oral, and visual communication choices in such areas as voice, tone, level of formality, etc.
- Students will use critical thinking, writing, and reading skills to 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.
- Students will explore issues of personal responsibility in class and in their writing.

Component Area for which the course is being proposed (check one):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Communication        | <input type="checkbox"/> American History            |
| <input type="checkbox"/> Mathematics                     | <input type="checkbox"/> Government/Political        |
| Science  |  |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts                   | <input type="checkbox"/> Component Area Option       |
| <input type="checkbox"/> Life & Physical Sciences        |  |

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Critical Thinking:

Students will use critical thinking, writing, and reading skills to write a paper in which they apply appropriate disciplinary standards to synthesize others' ideas and develop a defensible claim.

**Sample Paper Assignment:** In a paper, use personal and research-based expertise to consider, summarize, analyze, note relationships among differing perspectives on an issue such as global warming, synthesizing others' ideas to articulate a problematic question and a defensible claim.

#### Communication Skills:

In the same paper as above, students will demonstrate their ability to communicate effectively.

#### Empirical & Quantitative Skills:

[Click here to enter text.](#)

#### Teamwork:

The same paper will involve students in teamwork through such techniques as peer review and classroom discussion, culminating in a group self-assessment to be archived electronically.

#### Social Responsibility:

[Click here to enter text.](#)

#### Personal Responsibility:

The same paper will engage students in understanding issues of personal responsibility.

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

The above paper assignment will be constant across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.



SAMPLE CORE SYLLABUS FOR  
ENGLISH 1303  
FIRST YEAR WRITING I

<b>Instructor Name:</b>		<b>Section Number:</b>	XXXXX
<b>Office Location:</b>	XXXX	<b>Meeting Time:</b>	XXXXXX
<b>Office Hours:</b>	XXXXXXXX	<b>Class Location:</b>	XXXXXX
<b>Office Phone:</b>	713-743-XXXX	<b>Email Address:</b>	
<b>Blackboard Site:</b>	<a href="http://www.uh.edu/blackboard">www.uh.edu/blackboard</a>		

**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. •

**Course Goals and Methods:**

English 1303 satisfies 3 of 6 hours of the U of H core curriculum Communication 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.

**Core Objectives**

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Team Work** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

### Student Learning Outcomes (based on individual class)

- Students will understand and demonstrate writing processes including invention, organization, drafting, revision, editing, and presentation, developing teamwork through such classroom techniques as peer review and class discussion.
- Students will understand the importance of specifying audience and purpose, and make appropriate written, oral, and visual communication choices in such areas as voice, tone, level of formality, etc.
- Students will use critical thinking, writing, and reading skills to 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.
- Students will explore issues of personal responsibility in class and in their writing.

### Required Text

- **Required:** John D. Ramage, John C. Bean, and June Johnson, *Allyn and Bacon Guide to Writing*, 8th custom ed. (custom-cut for University of Houston), Pearson 2012.

### 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](http://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](http://www.uh.edu/csd).

### **Learning Support Services**

For help on the mechanics of papers (grammar, punctuation, etc.), students should visit Learning Support Services now located in Cougar Village, room N 109.

### **The Writing Center**

For help with developing ideas, thesis development, and so forth, students should visit the University of Houston Writing Center located in 210-217 Agnes Arnold Hall.

### **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%

**\*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 64; 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/publications/handbook.php>

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.

### **CALENDAR**