

UC 12091 12F

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 / 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: 23130100 Lect Hrs: 3 Lab Hrs: 0
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 / 1304 / First Year Writing II
 - Course ID: 021431 Effective Date (currently active row): 8/27/2012
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1303 or equivalent. Description (30 words max.): 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.
10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Sarah Fishman

RECEIVED OCT 12 2012

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: 09/10/2012

Course Number and Title: English 1304: First-Year Writing II

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 develop the ability to use critical thinking, 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).
- Students will explore issues of personal responsibility in class and in their writing.

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

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

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 to write a research paper drawing on sources and integrating their ideas with the ideas of others, using disciplinary citation standards.

Sample Paper Assignment: In a research paper, in which you define and defend a claim, begin with a thesis statement, use evidence, and explain your quotations through paraphrase and summary, research a topic such as the way advertising is changing, will change, or needs to change to accommodate the changing demographics of American society in the twenty-first century. For example, your essay may include an analysis of a specific advertisement, but its reach should be broader: investigating advertising trends and how they impact our culture. Some possibilities for this topic include: advertising in the profession you hope to enter or that you are considering entering: How does the advertising reflect the nature of the profession? What are its rhetorical effects on those it targets? What argument can you make about the way it needs to change in the future to keep up with new trends or demographic changes in the country?

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 class 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.

SAMPLE CORE SYLLABUS FOR
ENGLISH 1304
FIRST YEAR WRITING II

Instructor Name:		Section Number:	XXXXX
Office Location:	XXXX	Meeting Time:	XXXXXX
Office Hours:	XXXXXXXX	Class Location:	XXXXXX
Office Phone:	713-743-XXXX	Email Address:	
Blackboard Site:	www.uh.edu/blackboard		

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

Course Goals and Methods:

1304: First Year Writing 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.

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 develop the ability to use critical thinking, 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 research paper that conforms to the standards of the discipline, using a consistent documentation style (e.g., MLA, APA).
- Students will explore issues of personal responsibility in class and in their writing.

Required Text

- John D. Ramage, John C. Bean, and June Johnson, *Writing Arguments: A Rhetoric with Readings*, Custom edition for the University of Houston (Longman, 2010).

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 (identify)	20%
Major paper #2 (identify)	25%
Major paper #3 (identify)	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 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.

CALENDAR