Semester | Spring 2010
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Course Section | English 1320.010 (Curry 323) TR 12:30-1:50 p.m.
Instructor | Anne Schoolfield
Office Information | Room: LB 407A  
Phone: English Office 565-2050 / 407A 369-8945  
Email: anne@unt.edu  
Web: http://www.engl.unt.edu/~anne
Office Hours | MWF, 10:00-10:50 a.m., TR 12:00-12:20, & by appointment
Course Goals | In English 1320, you will practice reading and writing critically and researching effectively by completing two short papers and a research proposal, a research scavenger hunt, an annotated bibliography, and a research paper using both primary and secondary materials (8 pages).  
Through our work in this class, you will learn to  
- Read critically and think analytically  
- Form an arguable thesis  
- Develop fully supported theses  
- Use clear textual examples as support for your thesis  
- Refine your ability to construct a research paper  
- Apply proper MLA format to your papers
Evaluation | Short Papers 1 and 2 20%  
Scavenger Hunt 10%  
Annotated Bibliography 15%  
Research Proposal 15%  
Research Paper 20%  
Daily Work and Quizzes 10%  
Attendance and Class Participation 10%
Daily Work | Each day, you will work on something that is related to completing the formal paper assignments. Come to class prepared to take notes and to participate in class discussions and activities. Unless otherwise indicated on the daily schedule, homework assignments are due at the beginning of class.  
I will occasionally give pop quizzes over the reading assignments; I will give these quizzes during the first five (5) minutes of class. You may not take quizzes early or make them up. None of the quiz grades will be dropped. If you are absent or late on a day when you have a quiz, you will receive a zero (0) for the missed quiz.  
If you must be absent, you are responsible for turning in any work that is due—as scheduled. It is your responsibility to keep up with your daily work, which counts for 10% of your final course grade.
Time Commitment | UNT expects students to spend 2-3 hours of time outside of class for every hour spent in class; thus, to succeed in this course, you will need to set aside 6-9 hours a week for class preparation (reading assignments, writing, etc.) If you cannot devote sufficient time to this course this semester, I advise you to take the course during another semester.
Participation

A small, yet significant, portion of your grade depends upon your participation in class discussions. Therefore, you must not miss class, be late on a consistent basis, sleep in class, or carry on private conversations during lectures. Please turn off your cell phones and beepers during class.

I will use the following scale to award points for class participation:

- Very well prepared, excellent participation: 10 points
- Well prepared, good participation: 9 points
- Adequately prepared, good participation: 8 points
- Somewhat prepared, average participation: 7 points
- Unprepared, minimal/no participation: 6 points
- Unprepared, no participation/disruptive: 5 points

Note: If you simply sit in class, you will earn a D- in participation. Also, please see important information about class behavior and attendance on p. 3.

Disability Accommodation

In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, I will cooperate with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities.

If you have disabilities and have not registered with ODA, I encourage you to register.

Please present your written request for accommodation to me no later than the end of the fourth day of class.

Essential Competencies

Essential competencies for this course include the ability to

- read and analyze research texts
- write clear, concise, and appropriate prose
- discuss—in class and in small groups—research texts
- use word processing software and electronic mail
- take notes and listen in class

Grades and Their Meaning

For this course, we define grades

- A=excellent (reserved for real excellence)
- B=good (an honors grade)
- C=fair (signifies average competence)
- D=passing
- F=failing

Plagiarism and Academic Dishonesty

I abhor cheating. Plagiarism is cheating. The 11th edition of the Harbrace College Handbook defines plagiarism as presenting as your own work, deliberately or accidentally, the words or ideas of another (424).

In the third edition of A Writer’s Reference, Diana Hacker delineates three forms of plagiarism: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words” (261).

You must keep straight which ideas and words are your own and which belong to others. I will fail from the course anyone I catch plagiarizing!
The following class policies will help you succeed in this class and understand what I expect of you.

**Attendance**
- Attend class regularly. *You cannot perform well unless you attend class.*
- If you miss a class, you are responsible for all material covered and all assignments made. After two (2) absences, your attendance/participation grade will drop one letter grade. Further, if you exceed four (4) absences, you will be dropped with a WF or receive an F in the course.

**Important!** You are absent if you
- are not in class when I call roll
- leave class early without my permission
- sleep during class
- come to class without your textbook or handout (starting Tuesday, 1/26)
- sit in class with any kind of non-essential electronic device in your ear

**Please note:** Illness is NOT a university-approved excuse.

- Contact me if you cannot attend class.
- Turn off all cell phones and other non-essential electronic devices during class.

**Assignments**
- Submit all assignments on time. *If you are having trouble completing an assignment, talk with me several days before the assignment is due.*
- Prepare all outside class assignments (except some daily exercises) using word-processing software.
- Print all documents on a laser printer to ensure your documents are neat and visually appealing.
- Prepare all assignments specifically according to instructions for format, organization, or style. *Assignments not prepared according to instructions may receive a grade of F.*
- Make copies of your papers that you wish to keep. *I must keep your papers on file for one year.*

**Computer Requirements**
This class may use Blackboard. Stay tuned for details. If I ask you to submit an assignment electronically, you will need to use MS Word 2003 or lower (or use MS Word 2007 compatibility mode).

**Contacting Me**
The best way to contact me is by email; however, I will not respond to emails that are unsigned. Therefore, please sign all emails with your name and section number. Also, please use an informative subject line for your emails, such as “Question about the research paper for English 1320.010.”

**UNT Writing Lab**
The expectation for this class is that you have mastered the core literacies (grammar, punctuation, spelling, etc.) taught in English 1310: College Writing I. If your work shows that you still need help with these, you can use the services of the UNT Writing Lab, which is free to all UNT students during their enrollment. For more information about the Lab’s hours and services, visit http://www.unt.edu/writinglab/.
In-class Writing Workshops
We will spend a significant amount of class time working on course assignments. Use this time wisely (i.e., working on assignments, conferring with the instructor, etc.)—your attendance at these sessions is a mandatory component of your daily work and participation grades.

Peer Editing
The only way to improve your writing is to revise and rewrite. Therefore, for each paper, we will have a session of peer editing.

On peer editing day, bring three completed copies of your paper, which have been typed and printed on a word processor, as if you were going to turn the paper in that day. You and your peers will assist one another in editing your papers.

If you do not come to class prepared to peer edit, then you will receive a zero for the day and a 25-point deduction on the final paper. You must be in class on time to participate in the peer edit.

Format for All Papers
Your papers must
- Be typed and printed
- Be double-spaced
- Include a works cited page
- Include—in the following order—final draft, all pre-writing (thesis statement, outline, etc.), rough drafts, and peer evaluations
- Fasten the final draft with one (1) staple in the upper left-hand corner
- Use a 12-point font in Times New Roman
- Use one-inch margins on the top, bottom, and sides
- Use correct MLA format and documentation
- Contain no more than 10 mechanical errors
- Be placed in an 9”x12” envelope

The physical appearance of your paper contributes to its overall success. Failure to adhere to these guidelines will result in an automatic ten-point (10) deduction from your final paper grade on the short papers. I will not accept longer assignments that fail to follow the prescribed format; you will simply receive a zero for them.

Please note: We will use turnitin.com for this class. (Instructions to follow.)

Readings and Assignments

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 19</th>
<th>Topic:</th>
<th>Introduction to the course</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>January 21</td>
<td>Topic:</td>
<td>Samples of everyday writing</td>
</tr>
<tr>
<td>Week 2</td>
<td>January 26</td>
<td>Reading: Poe, “The Purloined Letter” (handout) Conan-Doyle, “A Scandal in Bohemia” (handout) *Beginning today, students without textbooks are counted absent</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>February 2</td>
<td>Reading:</td>
<td>King, selection from The Beekeeper’s Apprentice (handout) Legacies, “Fiction,” p.1392</td>
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</tbody>
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### Readings and Assignments, cont.

#### Week 4
- **9** Task: Start Short Paper 1
- **11** Task: Short Paper 1 Peer Review

#### Week 5
- **16** Task: **Short Paper 1 DUE**

#### Week 6
- **25** Reading: *Legacies*, “NonFiction,” p. 1452

#### Week 7
- **March 2** Reading: *Legacies*, “Saplings in the Storm” (Piper), p. 896; “Inside the World of Boys” (Pollack), p. 903
- **4** Task: Start Short Paper 2

#### Week 8
- **9** Task: Short Paper 2
- **11** Task: **Short Paper 2 DUE**

**March 15-21—Spring Break—No Class!!!**

#### Week 9
- **23** Tasks: Discuss Scavenger Hunt and evaluating web sites
- **25** Task: **Scavenger Hunt Reports DUE**

#### Week 10
- **30** Task: Introduce Research Proposal, Paper, and Portfolio
- Reading: Wadsworth Handbook, Part 7; *Legacies*, Appendix A (Research)

**Note: March 30 is the last day to drop a course.**

#### Week 11
- **April 1** Task: Annotated Bibliography
- **6** Tasks: Annotated Bibliography
- **8** Tasks: **Annotated Bibliography DUE**

#### Week 12
- **13** Tasks: Research Proposal
- **15** Topic: **Research Proposal DUE**

#### Week 13
- **20** Tasks: Research Paper
- **22** Tasks: Research Paper

#### Week 14
- **27** Tasks: Research Paper
- **29** Topic: Research Paper

#### Week 15
- **6** Tasks: Research Paper Review Questions

#### Week 16
- **11** (Tuesday) Final Exam—10:30 a.m.-12:30 p.m.
- Research Paper Presentations
- **Research Paper with Works Cited and Abstract DUE**