Welcome! Welcome to your second composition course at UNT. The theme for this section of ENGL 1320 is a question: *What does it mean to say ‘I know’?* Through reading, listening, talking, and writing, we will examine what counts as knowledge in different contexts. Under the umbrella of this theme, you will move from writing a paper on an assigned article to completing two projects on a topic of your choice.

Keep this syllabus handy at all times; it contains explanations both of your particular section of ENGL 1320 and the policies established by the English Department for all sections. In a large institution such as UNT, rules and policies help us keep procedures fair for all of you, and the syllabus serves as guideline for our conduct in this course. Don’t be daunted by the length of this document—and do ask questions if any parts of it don’t seem clear.

**Aims of the course:** As its official description states, in this course, we will do “writing in response to reading and research.” Since such a response always occurs within a certain social context, our goals will be to increase our understanding of such rhetorical concepts as community, situation, purpose, audience, genre, and style, and to profit from the reflection on these principles in our practice of writing. In particular, we will all improve our ability to

- Read other authors’ writing actively and critically
- Summarize, paraphrase, analyze, and synthesize sources
- Revise for focus and style
- Collaborate on revising and editing
- Practice library and other research procedures
- Cite and document sources according to academic conventions
- Use a handbook to follow standards of correctness

**Texts:** *The Brief Holt Handbook.* UNT Edition 2003 (Required)

A college-level dictionary, such as:
- *Webster’s Eleventh New Collegiate Dictionary*
- *Webster’s New World Dictionary,* or
- *the American Heritage Dictionary.*
Additional costs: For some of the papers, photocopies of cited sources will be required, and you will have to provide copies of your drafts or papers, either for your group or for the whole class. Also, you may need 3.5” diskettes and a few plain manila folders.

Class activities: What we will do:
Group and whole-class writing workshops (to obtain and provide feedback on each writer’s projects), written reflections, class discussions, stylistic-grammatical exercises, short lectures by the instructor.

What we won’t do:
Common courtesy will prevent us from eating, sleeping, wearing head phones, reading newspapers, using beepers and cell phones, and otherwise disturbing the work of the class.

Assignments: Graded:
- Class participation (based on attendance and on an ongoing writing log, done partly in class and partly at home): 10%
- Paraphrase and summary (ca. 5 pages) 20%
- In-class essay--analysis of an argument 15%
- Exploration paper (5-7 pages) 20%
- Argumentative document (6-7 pages) 20%
- Final exam--second analysis of an argument 15%

Ungraded:
- A research proposal
- An interview and notes
- Library and other research
- An annotated bibliography
- Stylistic-grammatical exercises
- Written responses to your classmates’ work
- Readings to be announced
- Short writing assignments as needed for ongoing work

Note: You must complete all assignments in order to pass the course.

Revision policy: To quite an extent, writing is learnable and teachable. In order to experience the growth and clarification of your ideas and the satisfaction coming from an improved paper, you are required to revise your first drafts, and you are invited to revise your papers further before (not after) they are graded. We will discuss and practice global and stylistic revision in class.

Conferences: Several times during the semester, individual conferences will replace the regular class meetings. These will give each of you the opportunity to ask questions, to discuss ideas and concerns, and to receive custom-tailored comments on your writing. Conferences are mandatory; they cannot be re-scheduled; missing one counts as an absence.
**Paper format:** Unless the genre of a paper calls for a different format, type all graded assignments double-spaced, leaving a one-inch margin all around. In the upper right-hand corner of page one provide
- Your name
- The kind of assignment
- The date (different for each draft)
- The name of the course
- Instructor’s name (U. Jaeckel)

Very important: Number the pages!

Always include all drafts when you hand in a paper to be graded. Do not put your papers in any kind of folder. Just staple them together so that the final version sits on top. Number and label each draft.

Requirements for ungraded pieces will be announced.

**Grading:** The final version of a paper will be graded on whether it appropriately responds to the situation from which it emerges. Some features to be looked for are:
- Complexity as well as clarity of thought
- Attention to the requirements of the genre
- A tone appropriate to the purpose and audience of the piece
- Well-supported development of main points
- Judicious use of sources
- Coherent sentence structure
- Mastery of grammar, mechanics, and documentation

To receive a high grade, a paper has to fulfill these criteria in an unusually competent manner. A lower grade reflects the need of further practice in the cited areas.

Graded papers will receive the following point values:

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The point value for each paper will be multiplied by its percentage value; the sum of these products, divided by 100, will constitute the final grade for the course, which will be calculated on the following scale:
3.6 and up = A for the course
2.6 and up = B for the course
1.6 and up = C for the course
0.6 and up = D for the course
Less than 0.6 = F for the course

**Late papers**: Unless you have a strong reason for needing more time and make arrangements for an extension in advance, late papers will lose one letter grade.

**Attendance**: In a writing course students depend on one another’s input to improve their drafts. If you are absent, you not only deprive yourself of needed feedback to your writing, but you also rob your classmates of the reactions and advice that they need from you. We will follow the English Department’s attendance policy, which states that you must not miss more than two weeks’ worth of class meetings. (See the Department-of-English policy in the required handbook.) Note that good attendance will positively influence your class participation grade.

*Withdrawing from a class*: Should it become necessary for you to withdraw from a course, make sure that you go through the proper procedures (see page 18 of the *Schedule of Classes*) so that you receive a mark of W. If you simply stay away from the class, you will receive an F for the course. Do avoid spoiling your record by an F.

**Time management**: The old rule of thumb is to spend two hours on homework for each hour spent in class. Take it into account when you set up your semester schedule.

**Writing Center**: UNT’s Writing Center provides support at all stages of the writing process.
- **Phone**: (940) 565-2563
- **Location**: 105 Auditorium Building
- **Hours**: Mon.-Thur. 9:00 a.m. - 8 p.m.; Fri. 9:00 a.m. - 5:00 p.m.

**Special accommodations**: See Department-of-English policy.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information that I should know about, or if you need special consideration in case the building must be evacuated, please see me as soon as possible so we can make the necessary arrangements.

**Plagiarism**: See Department-of-English policy.

**E-Mail**: One good way to communicate with your classmates and with me is through e-mail. We’ll exchange addresses as soon as possible. See me if you do not have an account yet.

**Again**: Welcome to ENGL 1320! I look forward to our discussions and your writings. Come to my office to talk over questions and concerns whenever they arise. Keeping in touch is the best way to avoid problems.