**University of North Texas at Dallas**

**Spring 2024**

**Revamp Syllabus to Integrate AI-Aware Strategies: handwriting, prompt engineering, one-on-one meetings, walking students to library, NotebookLM for summarizing documents, etc.**

**SYLLABUS: Face-to-Face Classes**

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| **Course Abbreviation/Number/Title/Semester Hours**  **ENGL 1323-0081: Computer Assisted College Writing II 3 HRS** | | | | |
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| **Department of Languages and Communication** | | | | **School of Liberal Arts and Sciences** |
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| **Instructor Name:** | | **Robert Tinajero** | | |
| **Office Location:** | | **Founders Hall 258** | | |
| **Office Phone:** | | **972.338.1537 – Emailing or Canvas Messaging is the best way to communicate with me.** | | |
| **Email Address:** | | **Robert.tinajero@untdallas.edu** | | |
| **Office Hours:** | | **Monday 9:00-10:00**  **Tues./Thurs 12:00-1:00**  **Wednesday 12:00-1:00** | | |
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| **Course Format/Structure:** | | **Hybrid (in-person on Wednesdays)** | | |
| **Classroom Location:** | | **Dal1 208** | | |
| **Class Meeting Days & Times:** | | **Wednesday 1:00-2:20** | | |
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| **Course Catalog Description:** | Study of the relationship between writing and research. Emphasis on the process of perfecting the essay through the writing of several drafts in the freshman computer laboratory. | | | |
| **Prerequisites:** | Prerequisite(s): ENGL 1313 or equivalent | | | |
| **Required Text:** | **There is no required textbook. All material will be posted in Canvas.** [**https://untdallas.instructure.com**](https://untdallas.instructure.com) **(or untdallas.edu 🡪 Canvas)** | | | |
| **Recommended Text and References:** | *The Purdue Online Writing Lab (OWL),* found online at <https://owl.english.purdue.edu/owl/> | | | |
| **Access to Learning Resources:** | | | **UNT Dallas Library:**  phone: (972) 780-1616  web: <http://www.untdallas.edu/library>  email: [library@untdallas.edu](mailto:library@untdallas.edu)  **UNT Dallas Bookstore:**  phone: (972) 780-3652  web: <http://www.untdallas.edu/bookstore>  e-mail: [untdallas@bkstr.com](mailto:untdallas@bkstr.com) | |
| **Supported Browsers**  Chrome  Firefox  Flash 28, 29 (for audio/video)  Internet Explorer 11  Safari 10, 11  **Supported Devices:**  iPhone  Android  Chromebook  (Tablet users can use the Canvas app) | | | **Getting Help with Canvas:**  **Canvas 24 /7 Phone Support for Students:** 1-833-668-8634  **Canvas Help Resources:**  web: <https://community.canvaslms.com/docs/DOC-10701>  **For additional assistance, contact Student Assistance (Distance Learning):**  Founders Hall, Rm 124 phone: (972) 338-5580  email: [distancelearning@untdallas.edu](mailto:distancelearning@untdallas.edu)  ***If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.***  **If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.** | |
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| **Course Goals or Overview:** The goals of this course are as follows - | | | | |
| English 1323 is dedicated to the study and practice of basic argumentation and research in academic contexts. In this course, students will learn the fundamental structures of argumentation that are employed across the various majors, fields, and professions that are studied in the university. In addition, students will learn about various research methods and citation systems that are used across fields, and how to use research and citation for the purposes of argumentation. | | | | |

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| **Learning Objectives/Outcomes:** At the end of this course, students will be able to: | |
| 1.Critical Thinking | Students will further develop abilities in logically analyzing, evaluating, and synthesizing written, oral, and visual texts from a range of disciplines. |
| 2.Communication | Students will develop abilities to create complex arguments by responding to and incorporating ideas and information from various researched sources. |
| Research (not an official SLO) | Students will develop abilities to search, evaluate, choose, and cite appropriate information and sources for research and argumentative purposes. |
| 3.Teamwork | Students will develop abilities in collaborating effectively with their peers on written, oral, or visual texts. |
| 4.Personal Responsibility | Students will develop habits of monitoring, evaluating, and refining their work to meet the expectations of the course. |
| 5. Artificial Intelligence | Students will develop understanding, skills, and strategies in the use of artificial intelligence in the research and writing process as well as ethical considerations connected to the use of artificial intelligence. |

**Course Outline**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas Announcements. Additional readings and activities may be added; these will be noted in the Modules section in Canvas.

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| **Timeline** | **Topics** | **Related SLO** | **Readings/Activities/Assignments** |
| Week 1 | Introductions   * Class * Syllabus * Professor/Students * Canvas and Medium * How to create a Medium blog account * How to write a strong short-answer essay * Dialogue Session: Why are writing and communication important? | 2, 4 | Post Medium link to Canvas  Post Blog Essay 1 in Medium  Post Blog Essay 2 in Medium  Get ahead: In preparation for the final paper, listen to a lot of rap music and think about its possible negative and positive effects on children. |
| Week 2 | Discussion/Feedback on Blog Essays 1 and 2  What is Rhetoric?   * What is rhetoric? * What is the study of rhetoric?   Rhetorical Persuasion   * Ethos, Pathos, and Logos * Analysis of pathos and logos in a speech | 2, 4 | Post Blog Essay 3 |
| Week 3 | What is Primary Research?   * Finding primary research * Creating primary research * Evaluating primary research   Survey Creation   * Using SurveyMonkey * Rhetorical topic for survey * Create and post survey | 1, 2 |  |
| Week 4 | Discuss Surveys and Essays   * Peer-feedback * Class discussion   Research and APA Citation   * Defining college-level research * Evaluating and finding credible research * APA in-text citation * APA References page | 1, 4 | Post Survey and Blog Essay 4 |
| Week 5 | APA Citation Continued   * Practicing APA citation | 1, 4 | Exam on researching and APA citation  Post Blog Essay 5 |
| Week 6 | Short Research Paper   * Five Elements of Academic Writing * Choosing a research topic * Begin research | 1, 3, 4 | Post Blog 6 (list of research sources) |
| Week 7 | Writing the Paper   * Three methods of writing an introduction * Continue research * Continue writing paper | 1, 2, 4 | One-on-one meetings with the professor for help with the paper |
| Week 8 | Peer-Evaluation of Papers   * Giving feedback based on the Five Elements of Academic Writing | 1, 3 | Paper 1 Due |
| Week 9 | Final Paper Topic   * Introduction to the topic * Genres of rap music   Annotated Bibliography   * Creating an annotated bibliography | 1, 2 | Post Blog 6: Two annotated bibliography entries |
| Week 10 | Advanced Academic Writing   * Organization: titles, paragraphs, and sub-headings * Read/discuss two academic essays   Add to Annotated Bibliography   * Feedback on Blog 6 entries * Read/discuss/annotate new research | 1, 2, 3, 4 |  |
| Week 11 | Discuss/Debate Final Paper Topic   * Read/watch new research * Begin developing specific arguments   Writing Workshop   * Review and discuss student A paper * Review and discuss students’ annotated bibliography entries from blog | 1, 2 | Post Blog 7: Two new annotated bibliography entries |
| Week 12 | Podcasting on Final Paper Topic   * Create Spotify for Podcasters account * Practice podcast (interview) * Evaluate sample podcast * Podcasting tips * Create a podcast episode based on 1-2 arguments for paper | 1, 3, 4 | Post practice podcast episode |
| Week 13 | Podcasting on Final Paper Topic   * Listen to podcast episodes * Peer-review of episodes   Class visit by local high school students to discuss the topic of final paper  Discuss/Debate Final Paper Topic   * Simple argument/effects vs. Complex arguments/effects * Create outline * Continue research | 1, 2, 3, 4 | Post the official podcast episode |
| Week 14 | Annotated Bibliography   * Final instructions and example   Work on Final Paper   * Drafting in class * One-on-one meeting with professor | 1, 2 |  |
| Week 15 | Work on Final Paper   * Drafting in class * Utilizing Writing Center * Tips and suggestions | 1, 2, 4 | Annotated Bibliography due |
| Week 16 |  |  | Final Paper Due |

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| **Course Evaluation Methods** |
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| This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.  **Writing Projects:** Students will complete a number of writing projects to understand and practice the skills and strategies of effective writing in the course  **Blog Essays:** Students will compose a number of short-answer writing assignments to reflect upon and understand their work in the class, course concepts, and readings  **Podcast Episode:** Students will deliver their thoughts and research on a topic connected to course readings  **In-class and Online Discussions: connected to course readings; this will include peer-review**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Grading Matrix:**   |  |  |  |  | | --- | --- | --- | --- | | **Instrument** | **Measures SLO** | **Value** | **Total** | | Project 1: Survey + Blog Essay on Findings |  | 10% |  | | Project 2: Short Research Paper |  | 15% |  | | Project 3: Podcast Episode |  | 10% |  | | Annotated Bibliography |  | 15% |  | | Project 4: Final Research Paper |  | 20% |  | | Blog Essays |  | 10% |  | | Professionalism |  | 10% |  | | Exam on APA Citation |  | 10% |  | | **TOTAL:** |  | **100** |  | | |  | |

**Grade Determination**

**A = 90 – 100%**

**B = 80 – 89%**

**C = 70 – 79%**

**D = 60 – 69%**

**F = 0 – 59%**

**Course and University Policies and Procedures**

***Late Work***

10 points will be deducted for every class period that papers are late or for which quizzes are taken. If you feel you are falling behind in the course or struggling to meet deadlines, please come speak to me **before** assignments are due.

***Attendance***

Attendance in class is required. In each 15-week semester, students may have up to four (4) unexcused absences. After these four unexcused absences, a student’s final grade may be reduced at the discretion of the instructor. After six (6) unexcused absences, the student may fail the class due to an absence failure.

In each 8-week semester, students may have up to two (2) unexcused absences. After these four unexcused absences, a student’s final grade may be reduced at the discretion of the instructor. After four (4) unexcused absences, the student may fail the class due to an absence failure.

Absences may be considered excused only if 1) students have made pre-arranged plans with the instructor for events and circumstances that are appropriate for missing class or 2) the student has documentation (timestamped picture, official note, dated materials) of extenuating circumstances.

***Writing Center, BrainFuse, and Grammarly***

Good writers do not write in a vacuum; rather, they seek feedback and assistance from many people and groups. One of the best resources to use on campus is the Writing Center, where a trained writing consultant can help students review and revise their papers, no matter what stage they’re at.

BrainFuse is a free, online tutoring resource for all UNTD students. Students can send drafts of their papers to BrainFuse and receive valuable feedback. This feedback will help you write better paper and, thus, get better grades.

Finally, a good tool to help you find and fix grammar errors is Grammarly.com. It is a website and integrated tool that you can use when writing anything.

***Artificial Intelligence and Student Writing***

The UNT-Dallas Applied English program acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student writing and content creation. The program and the Department of Languages, Linguistics, and Rhetoric is focused on implementing AI-Aware strategies and fostering an environment that emphasizes the ethical and strategic use of AI. Instructors are encouraged to provide clear information, strategies, and policies on AI use in each course and assignment, and students are expected to use AI in an ethical manner. The Applied English program will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies.

***Students with Disabilities (ADA Compliance)***

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

**Course Evaluation Policy**

Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

**Academic Integrity**

Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy.  Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures.  Refer to the Student Code of Academic Integrity (Policy 7.002) at <http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf>Refer to the Student Code of Student Rights, Responsibilities and Conduct at <http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf> Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: “*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy*.”

**Academic Regulations on Student Behavior**

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student’s responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student’s Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual’s rightful actions, and harassment. You are encouraged to read the Code of Student’s Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

**Bad Weather Policy**

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untdallas.edu/police/resources/notifications>

**Diversity/Tolerance Policy**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)