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Spring 2009

English 1301 Critical Thinking, Reading, and Writing
Sections: 004, 011, & 023

Course Description

Welcome to English 1301, an integrated course in critical thinking, reading, and writing. Because these three processes are mutually dependent, we will spend our time in the course reading and analyzing texts, as well as writing them. The type of formal writing we will do in this class is generally known as expository writing, which is a combination of informative and argumentative writing. In this type of writing, you will show both your understanding of texts we have read and your own thoughts about the issues they discuss.

Required Texts and Supplies

They Say/I Say
The History of Love
Course Packet
Two-pocket folder for essay projects
Blue Book for In-Class Essay

Student Learning Outcomes

By the end of ENGL 1301, students should be able to:

Rhetorical Knowledge

- Use knowledge of the rhetorical situation—audience, purpose, genre—to analyze and construct texts
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
- Use conventions of structure, tone, diction, and syntax appropriate to the rhetorical situation

Critical Reading, Thinking, and Writing

- Use writing, reading, and discussion for learning, communicating, and examining assumptions
- Summarize, respond to, and analyze texts
- Employ critical reading strategies to identify author's position, main ideas, genre conventions, and rhetorical strategies
- Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts
- Provide appropriate support for claims
- Find, evaluate, and synthesize appropriate sources to inform and situate their own claims

Processes

- Practice flexible strategies for generating, revising, and editing texts
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing processes to critique their own and others' works

Conventions

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Control such surface features as syntax, grammar, punctuation, and spelling

- Employ technologies to format texts according to appropriate stylistic conventions

Essay Projects

Students enrolled in English 1301 will complete three literary projects during the semester. These essays must be typed, double-spaced in Times New Roman font set at 12 points with margins set at one inch on all sides. All papers will be formatted and works will be cited according to Modern Language Association (MLA) guidelines. A minimum of one rough draft is mandatory for each essay. Students will receive feedback on these drafts in essay workshops and in student-teacher conferences, which are required. All drafts, comments, and peer workshop materials must be turned in with the final draft to receive full credit. These essay assignments must be turned in on the due date in a two-pocket folder.

Grade Distribution

Summary/Analysis (7)	15%
Reading Responses (7)	15%
Freewriting (15)	5%
They Say/I Say Exercises (11)	5%
Essay 1	10%
Essay 2	30%
Essay 3	15%
In-Class Essay	5%
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TOTAL	100%

Grades

The grades issued in First Year Composition are A, B, C, F and Z. The Z grade is reserved for students who attend class regularly, participate actively and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. This judgment is made by the instructor and is not necessarily based upon a number average. While a student who receives a Z will not get credit for the course, the Z grade will not affect his or her grade point average. The student may repeat the course for credit until he or she earns a passing grade. The F grade, which does negatively affect ones GPA, goes to the failing student who does not attend class regularly, does not participate actively and/or does not complete all assigned work.

If a student receives a Z on a major assignment (except the final major essay project) he or she may rewrite in order to improve his or her grade, per the re-write policy; however, if the student receives a Z on the last major essay project, earlier essays that received Z's will be averaged as Z's even if they have received higher grades as a result of rewriting. In addition, if a student makes a Z on an essay project, whether or not the student revises the essay project for a better grade, they must make a C or better on the in-class essay in order to pass this course. This policy ensures that, by the end of this course, all students are capable of writing passing material at the college level without the benefit of teacher feedback and rewrites.

Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

Late Assignments

Essay Projects and Summary/Responses are due at the beginning of class on the due date specified. Any work submitted after class is over will be considered late. For each day a project or response is late, five (5) points will be deducted from its final grade. Moreover, any in-class or group work cannot be made up. Freewriting is done

during the first ten minutes of class. If you arrive late, you risk missing the exercise or having less time to finish.

Rewrite Policy

A student may voluntarily rewrite Essay One and Essay Two for an improved grade if the original grade is less than an A (90). The grade for the rewritten paper will be averaged with the original grade. Therefore, the essay must be substantially improved for the paper's grade to be significantly increased. I need to be informed of your intention to re-write within one week of receiving your graded paper. Rewritten essays must be submitted within two (2) weeks of receiving the graded essay. No other assignments, including Essay Three, the In-Class Essay, or Summary/ Response papers may be rewritten for a better grade. Please note that points deducted for late essay submissions cannot be regained through revision.

Academic Dishonesty and Plagiarism

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22) You can get in trouble for plagiarism—even if you do not intend to cheat—by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Attendance Policy

In-class participation is crucial to success in this course. Much of the invention work for essay projects is done in class as well as peer reviews—all of which must be turned in with your essay to receive full credit. Freewriting and in-class/group work cannot be made up; Summary/ Responses may only be submitted through e-mail if you are not in class. While there is no limit to the amount of class you are allowed to miss, I will take roll every day to determine who attends class regularly and who does not. Keep in mind that graded activities take place every day in class.

It is your responsibility to make it to class on time. Frequent tardiness indicates a lack of respect for the instructor and fellow students and a disinterest in succeeding in this course. Please do not schedule other activities (such as work) during class time. If you find that you are not able to make it to class regularly and in a timely manner, I would advise dropping the class.

Class Participation

Respect your classmates and instructor at all times. All cell phones or beepers must be turned off or set to vibrate. Do not answer your phone in the classroom. Chatting with other students (other than during group work), sleeping, texting, and reading newspapers or other subject material will not be tolerated.

Counseling Services

Counseling Services, located in 216 Davis Hall (272-3671), offers many academic and personal services. Individual guidance and group training sessions are available in reading, time management, note taking, test preparation, and other study skills. There are also regularly scheduled seminars on both academic subjects and career development, all taught by qualified counselors. Trained peer counselors teach a one-credit course in "College Adjustment" to small classes of first year students; topics include academic skill building, time management, and an introduction to services available on the UTA campus. Learning specialists are available to discuss learning disabilities. The office is open Monday through Friday 7:30am to 5pm, and stays open until 7pm on Mondays and Thursdays.

Email

The University of Texas at Arlington has issued each student a secure e-mail address, through which information concerning registration, financial aid, payment of bills, progress in courses, academic advising, and graduation may be safely sent. You may find information about activating and using your UTA email account at www.uta.edu/email. Changes in reading schedules, homework assignments, or class cancellations may be communicated to you through your student email account. Students are responsible for checking their email regularly. I am always willing to respond to e-mails but they must contain your class and section number in the subject line and your full name in the body of the essay. Please do not send e-mails that are in all CAPS.

Students Obtaining Academic Readiness (SOAR)

The SOAR program is the largest tutoring service on campus, offering free tutorial assistance to students who qualify in one of three ways: income eligibility, documented physical or learning disability, or being a first generation college student (neither parent has a four-year college degree). SOAR Cost-Share Tutorial offers individual tutoring by appointment to any UTA student for \$6.50 per hour, which is billed to the student's UTA account. SOAR is located in 132 Hammond Hall; 272-3684 or 272-2717.

Student Success Programs

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Syllabus Changes

The instructor reserves the right to adjust the syllabus and course schedule to the needs of the class. Be advised you will receive written notice of such changes.

UTA Drop Policy

It is the student's responsibility to drop this class if necessary. To do so, the student needs to speak with the instructor to get permission to drop and then meet with their major advisor. Be aware of the final drop date.

Writing Center

The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Spring 2009, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at www.uta.edu/owl/appointments, by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

Course Schedule

DATE	IN-CLASS	FOR NEXT TIME--Homework
JANUARY		
Week 1	Monday 19	MLK Holiday
	Wednesday 21	Introduce course; Review Syllabus
	Friday 23	Freewrite (1)
		Purchase books, packet, & supplies. They Say/I Say Exercise 1
		They Say/I Say Exercise 2.
Week 2	Monday 26	Freewrite (2)
	Wednesday 28	Freewrite (3)
	Friday 30	Freewrite (4)
		They Say/I Say Exercise 3; Summary/Analysis 1
		They Say/I Say Exercise 4; Summary/Analysis 2
		Summary/Analysis 3
FEBRUARY		
Week 3	Monday 2	Freewrite (5); Introduce Essay 1; Brainstorm; Assign workshop groups
	Wednesday 4	Essay workshop; Bring 3 pages/4 copies to class
	Friday 6	Essay workshop; Conference sign-up
		Work on Essay 1 (Bring 3 pages/ 4 copies to class)
		Work on Essay 1
		Work on Essay 1; Email draft for conference by Sunday night (10pm)
Week 4	Monday 9	Conferences
	Wednesday 11	Conferences
	Friday 13	Work Day
		Finish Essay 1
Week 5	Monday 16	Essay 1 Due! Introduce History of Love
	Wednesday 18	Freewrite (6)
	Friday 20	Freewrite (7)
		Read History of Love (3-64); Reading Response 1; They Say/I Say Exercise 5.
		Read History of Love (65-109); Reading Response 2; They Say/I Say Exercise 6
		Read History of Love (110-134); Reading Response 3; They Say/I Say exercise 7
Week 6	Monday 23	Freewrite (8)
	Wednesday 25	Freewrite (9)
	Friday 27	Freewrite (10)
		Read History of Love (135-191); Reading Response 4; They Say/I Say exercise 8
		Read History of Love (192-218); Reading Response 5; They Say/I Say exercise 9
		Read History of Love (219-252); Reading Response 6; They Say/I Say exercise 10
MARCH		
Week 7	Monday 2	Freewrite (11)
		History of Love Reading Response 7; They Say/I Say exercise 11

	Wednesday 4	Freewrite (12)	
	Friday 6	HoL wrap-up; Introduce Essay 2; Brainstorm re topics	Create topic list (2 topics)
Week 8	Monday 9	Topic Workshop	Work on Essay 2
	Wednesday 11	Library Workshop	
	Friday 13	Work Day/No Class	Work on Essay 2 (Bring 4 pgs/ 2 copies to class (Monday 3/23)
Week 9	Monday 16	Spring Break	
	Wednesday 18	Spring Break	
	Friday 20	Spring Break	
Week 10	Monday 23	Essay Workshop–Bring 4 pages/ 2 copies to class	
	Wednesday 25	Work Day	Work on E2 (Bring 6 pgs/ 3 copies to class)
	Friday 27	Essay Workshop–Bring 6 pages/ 3 copies to class. Conference Sign-Up	
Week 11	Monday 30	Conferences	
APRIL	Wednesday 1	Conferences	
	Friday 3	Conferences	Finish Essay 2
Week 12	Monday 6	Essay 2 Due! Freewrite (13)	Summary/Analysis 4
	Wednesday 8	Watch DVD; Discuss	Summary/Analysis 5
	Friday 10	Watch DVD; Discuss; Introduce Essay 3	Work on Essay 3 (Bring 3 pages/3 copies to class)
Week 13	Monday 13	Essay Workshop–Bring 3 pages/3 copies to class. Conference sign-up	
	Wednesday 15	Conferences	
	Friday 17	Conferences	Work on Essay 3 (Bring 5 pages/2 copies to class)
Week 14	Monday 20	Essay Workshop–Bring 5 pages/2 copies to class	
	Wednesday 22	Work Day/No Class	Finish Essay 3
	Friday 24	Essay 3 Due!	
Week 15	Monday 27	Where Are You Going?	Summary/Analysis 6
	Wednesday 29	Freewrite (14)	Summary/Analysis 7
MAY	Friday 1	Freewrite (15)	
Week 16	Monday 4	Evaluations; Discuss In-Class Essay	
	Wednesday 6	Work Day/No Class; Optional Conferences	Prepare for In-Class Essay
	Friday 8	In-Class Essay; Last Day of Class; Last day to turn in any work!	

Extra Credit Opportunities: Attend an event and write a one-page summary/response. For each event attended and s/r submitted (formatted correctly) one (1) point will be added to your final grade (2 point maximum).

OneBook Events

FRIDAY, January 30 - 12:00 pm Why do we need college when we have the Internet?
TUESDAY, February 03 - 3:00 pm Assertiveness Group
TUESDAY, February 10 - 3:00 pm Assertiveness Group
THURSDAY, February 12 - 1:00 pm Healthy Relationships
FRIDAY, February 13 - 12:00 pm DNA vs. Wrongful Convictions: How The Innocence Project Saves Lives
TUESDAY, February 17 - 3:00 pm Assertiveness Group
TUESDAY, February 24 - 3:00 pm Assertiveness Group
FRIDAY, February 27 - 12:00 pm Brain Imaging and the Gulf War Syndrome
TUESDAY, March 03 - 3:00 pm Assertiveness Group
FRIDAY, March 13 - 12:00 pm Blurring Distinctions: The Relationship between Painting & Photography
THURSDAY, March 26 - 1:30 pm Understanding Grief
FRIDAY, March 27 - 12:00 pm Kinship Connections and The History of Love
THURSDAY, April 02 - 4:00 pm A Conversation with Nicole Krauss
TUESDAY, April 14 - 1:00 pm Healthy Relationships
FRIDAY, April 17 - 12:00 pm Connecting Bodies and Places: Environmental Activism and Green Living
FRIDAY, April 24 - 09:00 am Connections: The Third Biannual Cultural Constructions Conference