

ENGL 1301
MWF 8:00am – 8:50am • 207 Preston Hall

Instructor: Trevor Babcock

Office: 411 Carlisle Hall

Office Hours: 9:00am – 9:50am Mondays, if you plan to come by or if this time does not work for you, let me know beforehand

Email: trevoracious@gmail.com

Texts: *They Say / I Say* Gerald Graff and Kathy Birkenstein

A Writer's Reference Diana Hacker

Deep Economy Bill McKibben

Course Description: Though there will be many, smaller assignments throughout the semester, this class will revolve around three major assignments due on week 4, week 10, and week 15. The following is a cursory look at these assignments; they will be explained at length as the course progresses:

Literacy Autobiography: 4-6 pages in MLA Style (no Works Cited necessary) in 12pt. Times New Roman font. The term “discourse community” will be discussed in the first weeks of class. Students will write about their own involvement in a discourse community.

Deep Economy Paper and Poster: 4-6 pages in MLA style in 12 pt. Times New Roman font and attach a Works Cited page. This paper will require students to construct a thesis around a *Deep Economy* issue of their choosing. The elements of a good thesis and possible topics will be discussed further in class.

Deep Economy Final Project: The final project will require students to interact with the UTA community. The paragraph below begins to explain this last assignment in view of the course as a whole. Again, details about what is expected are to follow.

The three assignment sequence is based around the idea of participation in discourse communities. The first assignment, the literacy autobiography, asks students to examine their own experiences as part of a discourse community. The second assignment, the *Deep Economy* essay contest prompt, asks students to develop an argument about issues in the text using *Deep Economy*, other sources they have read in class, and information from campus co-curricular activities to support their arguments. In this essay, students participate in classroom and university discourse on their selected issue. The co-curricular activities are a key part of students' experiences with the OneBook because they provide an interdisciplinary, university-wide conversation about the text which students can draw on as they develop their arguments. The third assignment asks them to apply what they have learned by participating in campus or larger discussions about their issue. The assignment options include creating a website, blog, or other text; or identifying a campus or local issue related to their topic and assessing campus/local responses and/or proposing alternative solutions.

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

OneBook Events:

You will be required to attend at least one OneBook event this semester. These events are usually in the form of lectures. I will give you the list of events, and ask you to choose one that fits your schedule. Within a week of attending this event, I will require a one page response paper that shows your intellectual involvement with the speaker's presentation.

The following is a rough outline of the course, week to week. You will notice that the assignments are listed on a weekly, not daily, basis. The assignments are susceptible to change, so it is imperative for the student to attend every class to make sure when each assignment is due. If the student cannot attend class, it is highly encouraged that they get the day's assignments from a classmate.

Week One:

Course Introduction

Diagnostic Essay

What is Sustainability? Literacy? Community? Discourse community?

Read: Eighner's "On Dumpster Diving" and TSIS Preface and Introduction

Due: Response Paper #1

Week Two:

Introduction to Summary Response

Assign Literacy Autobiography assignment

Invention Strategies

Read: Douglass, "Learning to Read and Write"; Erdrich, "Two Languages in Mind"; and TSIS Chapters 1, 2, and 9.

Due: Response Paper #2

Week Three:

Drafting workshops

Peer Review

Week Four:

Literacy Autobiography Due

Introduction to Deep Economy: The Wealth of Communities and the Durable Future

Assign Deep Economy essay and poster project

Introduction and Chapter 1 of DE, "After Growth"; Smith, "On the Natural Progress of Opulence"; Hawken, "A

Read: Declaration on Sustainability"; Capra, excerpt from *The Web of Life*; Behrendt, "Energy's Future"; and TSIS Chapter 3. View The Story of Stuff video (<http://www.storyofstuff.com/index.html>).

Due: Response Paper #3

Week Five:

Read: Chapter 2 of DE, “Eating Locally”; Berry, “The Pleasures of Eating”; Erlich and Erlich, “Food, the Ultimate Resource”; Avery and Elam, “Confinement Farming”; Fine, review blog at <http://www.dougfine.com> and read “Chicken Little” and “Reaping Rewards”; and TSIS Chapter 13

Due: Response Paper #4

Week Six:

Read: Chapter 3 of DE, “All for one and one for all”; de Tocqueville, “Why the Americans Are So Restless”; D’Souza, “America the Beautiful”; Quammen, “Provide, Provide: The Gaia Hypothesis and Global Evolution”; and TSIS Chapters 4 & 5.

Due: Response Paper #5

Week Seven:

Read: Chapter 4 of DE, “Wealth of Communities”; Friedman, “30 Little Turtles”; Bansal, “Re: 30 Little Turtles”; TSIS Chapter 6.

Due: Response Paper #6

Week Eight:

Read: Chapter 5 of DE, “Durable Future” and “Afterword”; Fine, “Afterword”; Dunning, “The Conundrum of Consumption”; Brown, “Learning from China”; TSIS Chapters 7 & 8; UTA Sustainability Committee website (<http://www.uta.edu/sustainability>).

Complete process sheets on picking an issue and using quotations.

Due: Response Paper #7

Week Nine:

Thesis development process sheet

Drafting workshops

Peer Review

Week Ten:

Due: Deep Economy paper

Discuss Poster Project (visual representation of argument in Deep Economy essay)

Due: Poster Project Proposals

Week Eleven:

Process materials for Poster Project

Peer review

Due: Poster Project and in-class essay (explanation of visual argument)

Week Twelve:

Introduce final essay assignment.

Invention exercises.

Week Thirteen:

In-class work on final project.

Peer review.

Week Fourteen:

Due: Final Project.

Thanksgiving Break

Week Fifteen:

Student presentations of final projects.

Grades. Grades in FYC 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 not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade. The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

Attendance and Tardy Policy: Students are expected to attend every class. If you know that you won't be able to make class, let the instructor know beforehand. Missing more than three classes will have a detrimental effect on your grades since there is a participation and attendance grade as shown below. Tardiness will also affect your grade. At the start of every class, the students will receive a writing prompt and be given ten minutes to write. Tardiness cuts into this time and will drag the in-class essay grade down.

Grade Weighting. Your final grade for this course will be calculated in the following manner:

Literacy Autobiography 25%

Deep Economy Essay and Poster 25%

Deep Economy Final Project 30%

OneBook Event Response and In-Class Essays 10%

Class Participation and Attendance 10%

Rewrites: Students may elect to re-write the first two major assignments which are the Literacy Autobiography and the first *Deep Economy* paper. The final *Deep Economy* project cannot be rewritten. The grade awarded for the rewritten paper will be averaged with the original grade. Therefore, it is in the student's best interest to perform as well as possible on the paper when it is first graded, as this grade will certainly affect the final grade. To achieve a higher grade, the rewritten paper must show significant revision. Rewritten papers are due within one week of the original paper being handed back to the student. **The rewritten paper must be submitted attached to the original, graded paper.** Both will be returned by the instructor. Students should always retain all of their papers, drafts, peer review sheets, and rewritten papers till the end of the semester.

Late Assignments. Papers are due at the beginning of class on the due date specified. Late papers will be penalized unless the instructor has agreed to late submission *in advance of the due date*. Papers later than a week will receive a zero.

The 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 Fall 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.

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, 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, Series 50101, Section 2.2) 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.

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.

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 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of 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 accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

E-Culture Policy. The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Drop Policy:

If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines. For information on dropping, consult your major academic department (or the University Advising Center if undeclared).

Disruptive Student Conduct:

According to Student Conduct and Discipline, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or

disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202).

Please Note:

This syllabus is subject to change as the instructor sees fit. There will be a visit to the library, for example, whose schedule is pending. The instructor will inform the students of any changes as they present themselves. It is extremely important to be in attendance, or to get such information from a peer if the student absolutely must be absent.