

# English 1301 Exposition: Reading, Writing, and Critical Thinking

## Place, Space, and Environmental Sustainability

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**Course Description.** English 1301 is 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 surrounding them.

### 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 Thinking, Reading, 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 an 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 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.

#### Required Texts.

Graff and Birkenstein, *They Say/I Say*

Hacker, Diana. *A Writer's Reference*. 6th ed. Boston: Bedford/St. Martin's, 2007.

Kirszner and Mandell, *The Blair Reader*, 6th Edition

Bill Mckibben, *Deep Economy*

#### Description of Major Assignments:

##### Exploration Papers

Throughout the semester students will be asked to write **seven** exploration papers. The exploration papers are **3/4 to one-page** (DS, 12 point times new roman, one inch margins) responses to the reading. **Students should not just summarize the reading.** Instead, you should think critically about the text, offering an analysis of the text. For a majority of the semester, I will provide questions that will help you analyze the text. However, students are encouraged to answer their own questions or offer their own analysis. The exploration papers are opportunities for you to practice writing about themes, motifs, and so on in texts you read. Additionally, they are a space to “take chances” in your analysis. Students will not be counted off for writing about new ideas (related to the text, of course). **Incomplete responses or responses that do not relate to readings (thus, showing the student did not read the material) will not be accepted.**

##### Participation

To meet the student learning outcomes, you are expected to contribute your ideas about readings, the writing process, and other students' work; to ask questions; and to come to

class prepared and willing to listen to others. Attendance and tardiness will affect this grade. Your freewrites, peer review, reading notes, possible quizzes, identity chart, and other in-class material will constitute a portion of your participation grade. **In addition, you will be required to attend one OneBook event and write an essay response. The events schedule can be found in Addendum 1.**

## Essay Projects

The Literacy Autobiography, Reader Response Synthesis, and OneBook Research Paper should be typed in 12-point Times New Roman font, double-spaced with 1-inch margins on all sides. Heading and citations should follow Modern Language Association (MLA) format guidelines. The first two require one draft for peer review, but the OneBook Research Paper requires two drafts before the final draft and a teacher conference, since it cannot be rewritten for a higher grade. When you turn in these projects, you must include all pre writings, drafts, comments, and peer reviews with the final draft in a two-pocket, paper folder. The final draft will be in the right pocket, with the other materials in the left. Your instructor may also request an electronic copy and/or your written permission to use your paper(s) as an example in a class. **All drafts, comments, and peer review material must be turned in with the final project. A packet that does not have the process material will be considered incomplete and result in a 10 point deduction, which is separate from the penalties for missing peer review(s) and/or the teacher conference.**

**Grade Weighting.** Your final grade for this course is based on a **1000 point scale** and will be calculated in the following manner:

OneBook Essay	250 points
Reader Response Essay	225 points
Literacy Autobiography	200 points
In-Class Essay Exam	155 points
Class Participation, Quizzes, In-class assignments, and attendance	100 points
<u>Exploration Papers</u>	<u>70 points</u>
Total	1000

900-1000 points A

800-899 points B

700-799 points C

Less than 700 points- Z if all work is **fully** completed; otherwise, you will receive an F. *It is your responsibility to keep ALL of your papers until the end of the course.*

## 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.

**All major essay projects must be completed to pass the course.** If you fail to complete an essay project, you will fail the course, regardless of your average. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and other materials for that project. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

## Peer Reviews

For each of the three essay papers students will be asked to discuss drafts in peer review groups. The peer review sessions are worth **three daily grades**. Students who fail to bring a draft to class will receive a zero for three daily grades. Furthermore, the peer review materials are part of the final portfolio for each of the three essays. A packet that does not have the peer review material will be considered incomplete and result in a 10 point deduction. The peer review deduction is separate from the 10 point deduction for missing process work or teacher conference and will be added in addition to any of the before mentioned penalties that might apply to student.

### **Teacher-Student Conference**

In addition to the peer review, the students will be required to attend a teacher-student conference. **This is only required for the OBRP.** Students unable to make appointments outside of class can discuss other options with me. The students will be required to give me a rough draft at least two days before their scheduled meeting. Students who do not attend a teacher student conference for the *OBRP* will receive a zero for three daily grades and accrue a 10 point deduction on the assignment. The teacher conference deduction is separate from the 10 point deduction for missing process work or peer review and will be added in addition to any of the before mentioned penalties that might apply to student.

### **Late Assignments**

Papers are due at the beginning of class on the due date specified. Late papers will not be accepted without penalization unless the instructor has agreed to late submission. For each day after the assignment is late you will be deducted a letter grade. This means that you have **three days** to turn the paper in before you receive a failing grade for the assignment. **A late paper is also any paper a student fails to turn in during class on the due date because of an unexcused absence.** If you are having problems writing a paper, please see me during my office hours (or make an appointment). I am glad to help get you started.

### **Re-write Policy**

Re-writing is an important means for improving both the writing process and the final product. Students have the option of revising two major essays after grading. A re-write does not mean simply fixing the corrections I (or your peers) suggest; it means treating the paper as a draft and fixing major problems. **The re-writes are due one week after the assignment has been turned in to the professor.** The last major paper, after it has been submitted for grading, cannot be re-written for a higher grade. The student's grade will be the average of the grade given to the re-written paper and the first grade given.

### **Attendance Policy**

To meet the student learning outcomes for this course, you need to come to class. ENGL 1301 is not primarily a lecture course, and most of our time will be spent discussing readings and the writing process, reviewing each other's work, and—of course—writing. Because of this, after **four absences**, each additional absence will cause your grade to drop 50 points. Students whom are absent on days assignments are due are required to turn in the assignment before class; papers not turned in because of an absence will be considered late. If an emergency arises, please discuss this with your professor as soon as possible. Students showing up **15 minutes late** for class will also be considered absent. Students whom attend all classes will receive 50 extra credit points.

### **Classroom Participation**

Attending class does not simply mean being in class; attending class means coming to class prepared and ready to discuss reading and writing assignments. Being active in participation requires that your head is off your desk and your cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices are turned off, silenced, and put away before entering class. This also applies to anything that does not pertain to class discussion: such as books, newspapers, magazines, and so on. Figured into your class participation will be quizzes given throughout the semester.

### **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" (Regent's 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.

### **E-Culture Policy**

All students are required to have access to the internet for communication with instructors and classmates and participation in some assignments. The University of Texas at Arlington has issued all students a free, secure email address via MyMav, where they can also register for classes, pay bills for school, check on grades, and prepare for graduation online. You may find information about using your school email account at <http://www.uta.edu/email>. Computers and printers are also available to students in the Central Library, Ransom Hall, and at other locations across campus.

### **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](http://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.

### **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. These programs include learning assistance, developmental education, advising and mentoring, admission 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.

### **Disability 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 <http://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.

### **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).

### **Withdrawal 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 your major is undeclared).

- Oct. 30                      Last day to withdraw

### **Classroom Decorum**

Since we are all adults and this is a college course, I fully expect that you will conduct yourselves in an adult manner in the classroom and that you will take responsibility for your words and actions. Disruptions and offensive language will not be tolerated, including the **ringing of cellular phones and use of personal computers**. You are required to participate in all discussions and activities of the course in a thoughtful and engaged manner. Your reading and assignments, through careful reflection, should prepare you for such participation. In doing so, be mindful of your peers and avoid any harmful or offensive language.

### **Syllabus and Schedule Changes**

I have tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes.

**Course Schedule.** Assignments are due on the day they are listed. Dates are subject to change.

# Calendar: Place, Space, and Environmental Sustainability

I have made this calendar as accurately as possible to help you prepare for the semester ahead. If I need to update this, I will inform you via email and in class.

## Unit One: Finding Self within Place and Community

Week One: Introduction to the course and the academic community

8/24: Introduction to course and each other

8/26: **Read:** *Blair*, "Introduction: Becoming a Critical Reader," *TSIS*, Introduction & Chapter 1

Week Two: Forming perceptions through writing

8/31: **Read:** "Ode to an Orange" (Handout) and "Ode to the Tomato" (Handout)

9/2: **Read:** Gerald Vizenor, "Crows Written on Poplars: Autocritical Autobiographies" from *I Tell You Now* (handout) and *Blair*: Alexie, 47.

**View:** [www.fallsapart.com](http://www.fallsapart.com)

**Due:** Identity Chart

Week Three: Finding self in place

9/7: Labor Day Holiday. No Class.

9/9: **Library Day: Academic Integrity**  
**Classes meet in**

Week Four: Defining place, self, and community

9/14: **Read:** *Blair*: Eighner, 454

**Due:** Exploration Paper #2

9/16: **Read:** *Blair*: Erdrich, 146 and Rodriguez, 139

**In Class:** Review for Test

**Due:** Exploration Paper #1

Week Five: Mapping out our communities

9/21: **TEST DAY!**

9/23: **Read:** "Shitty first Drafts" (reserve)

**Discuss:** Literacy Autobiography models and sample papers

Week Six: Peer Review and start of Unit 2

9/28: **Due:** Four copies of first draft of peer review

**In Class:** Bring 3 copies of paper for Peer Review (worth 3 participation grades)

## Unit Two: Environmental Sustainability

9/30: **Read:** *Deep Economy (DE)*, 1-45

**In Class:** *DE* context exercise

**Due:** Literacy Autobiography

Week Seven: Local versus global discussion

10/5: **Read:** *DE*, 46-94

10/7: **Read:** *DE*, 95-128

**In Class:** Introduce Essay Prompt

**Due:** Exploration Paper #2

**Handout:** Process Sheet 1

Week Eight: Sustainability

10/12: **Read:** *DE*, 129-176

**In Class:** Invention Exercise, Thesis Discussion

**Handout:** Process Sheet 2

**Due:** Exploration Paper #3

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10/14: **Read:** *DE*, 177-232  
**In Class:** Thesis Workshop  
**Due:** Exploration Paper #4  
**Handout:** Process Sheet 3

Week Nine: Developing an argument

10/19: **Read:** Hacker, 341-46, 262-78  
**Library Day: OneBook Research**  
**Classes meet in**  
10/21: **Read:** *TSIS*: Chapter 3, Chapter 7, and Chapter 8  
**In Class:** The four T's: Transition, Thesis, Title, Topic

Week Ten: Peer Review and Conferences

10/26: **In Class:** Bring 3 copies of paper for Peer Review (worth 3 participation grades)  
10/28: **No class-Conferences for students signed up**

Week Eleven: Peer Review and Start of Unit 3

11/2: **In Class:** Bring 3 copies of paper for Peer Review (worth 3 participation grades). Bring a NEW DRAFT.

**Unit Three: The Marginalized Other(s): Nature as “out there”**

11/4: **Read:** Cronon from *Saving Place* (Handout)  
**Due:** Onebook Research Paper

Week Twelve: Post Human Animality and Global Warming

11/9: **Read:** *Blair*: Orwell, 714 and Lyans, 564  
**Due:** Exploration Paper #5  
11/11: **Read:** *Blair*: Nilsen, 158

Week Thirteen: Place as an “othering” process

11/16: **Read:** *Blair*: Leguin, 777  
**Due:** Exploration Paper #6  
11/18: **Read:** *Blair*: Gates, Jr. 523 and Ellison, “Prologue” to *Invisible Man* (Handout)

Week Fourteen: Readers and their responses

11/23: **Read:** *TSIS*: Chapter 9  
**In Class:** Theme and Thesis Workshop: Building Significance  
11/25: **No Class: Library Research Day**

Week Fifteen:

11/30: **In Class:** Bring 3 copies of paper for Peer Review (worth 3 participation grades)  
12/2: **Last Day of Class**  
**Due:** Reader Response Paper

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