

English 1301: FYC
University of Texas at Arlington
Monday, Wednesday, and Friday
8:00 – 8:50 (section 004) Preston Hall 302
or 9:00 – 9:50 (section 012) University Hall 16

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Required Texts:

The Blair Reader, 6th Edition, eds. Kirsznner and Mandell
Deep Economy, by Bill McKibben
They Say/I Say, by Gerald Graff and Cathy Birkenstein
A Writer's Reference, 6th ed., by Diana Hacker

Course Description:

The first-semester course aims to develop students' writing processes; their reading, writing and analytical skills; and their ability to participate in university discourse. You will be introduced to the conventions of academic discourse, with special emphasis on developing a subject for an academic audience. You will read a wide variety of texts, including the UTA OneBook, and you will generate writing from sources and from your own experiences as they reflect upon and respond to the texts. You will learn strategies for understanding readings and generating ideas for formal and informal papers. You will read and reread, write and re-write, think and rethink, learning to deepen your understanding of texts while developing your own processes for writing academic papers. You will write your essays through a series of recursive steps, learning to summarize texts, invent ideas, develop those ideas, and clarify them. Attention will be given to the choice and development of a subject, organization, audience analysis, style, and processes of revision and editing.

Student learning outcomes for ENGL 1301:

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

Description of Assignments/Grading Policy:

Your final grade for this course will be based on four essay projects, ten response papers, One Book poster, One Book campus event paper, and your participation in class (including attendance, daily writing assignments, class discussions, and quizzes).

You will write three formal essays outside of class. You will receive an assignment guideline for each essay. You will turn in a folder for each of the three major essay assignments. This folder should contain your prewriting notes, essay drafts, peer critiques, and the final version of the essay. All of these materials must be turned in to get full credit on the essay projects.

You will write a proposal and create a poster that fulfills the requirements of the OneBook poster contest. I will submit all proposals to the appropriate campus office.

You will write one In-class essay. This essay assignment will be based on the OneBook poster.

You will write seven one-page responses to the required readings on the dates indicated. These must be thoughtful responses that demonstrate your understanding of the text. There are ten opportunities to write, and you can choose which three to omit. These must be typed to receive credit.

You will choose a OneBook campus event to attend and write a short paper about the experience. While I encourage you to attend the talk that Doug Fine will give on October 22 because I think you will enjoy it, you can choose one of the many events from the fall calendar that fits into your schedule.

You will receive grades for class participation and in-class assignments. Reading quizzes should be expected and will be included in this percentage of your grade.

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

Discourse Community Memoir (4-6 pages):	20%
<i>Deep Economy</i> Essay (4-6 pages):	25%
One Book Poster:	10%
In-Class Essay:	10%
Final Essay Project:	15%
OneBook Campus Event Paper (due 3 days after event) and Response Papers (7 out of 10 papers):	10%
Class Participation and In-Class Assignments:	10%

Z 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. If a student makes a Z on the last major essay project, earlier assignments that received Zs will be averaged as Zs even if they have received higher grades as a result of re-writing. This policy ensures that, by the end of the course, students are capable of writing passing work without the benefit of teacher feedback and rewrites. All four 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 writing slips for that project. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

Re-write Policy:

If you receive a failing grade on an essay, you must re-write it. You will have exactly one week after the essay is returned to you to complete the re-write. Although it is not necessary, should you receive a grade you do not find acceptable, you may also choose to re-write the essay. It is important to stress that a re-write does not mean a better grade. Revision is not just fixing surface errors or deleting a few sentences. It must be evident to me that the paper has been thoroughly reworked to change a grade. The last major paper, after it has been submitted for grading, cannot be rewritten for a high grade. **The student's grade** will be the average of the grade given to the re-written paper and the first grade given.

Grammar and Error:

The grammar work in this class will occur in the context of your own writing. Therefore, it is expected that you will use *A Writer's Reference* or the accompanying online tutorials on your own when you are unsure of what is and is not "good grammar." It is always a good idea to get a peer to proof your paper before handing it in. College level work requires mastery of the conventions of the English language.

Format:

All formal writings are to be double-spaced, regular Times New Roman font (not bolded and not italicized), size 12, 1" margins (standard MLA format). Papers should be titled and stapled every time. If you do not use the appropriate format, your grade will most likely suffer. All papers written outside of class must be typed.

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 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 will be happy to help you get started.

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 letter grade to drop 5 points. If you are late, you will both miss valuable class time and disrupt the class when you arrive. You may not make up any work you miss because you are late to class. Students showing up 15 minutes late for class will also be considered absent.

Exceptions to this policy are official campus activities (e.g. sports teams), military service, religious holidays, and illness with a physician's note; however, any students missing because of official campus activities or religious holidays have to turn in their assignment before class is missed, and all of these types of absences require written documentation in order not to count against the total number of allowed absences.

Drop Policy:

You may drop this course without affecting your transcript before the Census Date, September 9, and you may drop the course with a grade of "W" at any time prior to the final drop date, October 30. If you choose to withdraw from this course, you must follow university procedures. It is your responsibility to execute these procedures correctly, and within the university's guidelines. Your instructor will not drop you. Please be certain to check with your advisor concerning the financial and academic consequences of dropping this or any course.

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 two daily grades. Students who fail to bring a complete draft to class will receive a zero for participation. Furthermore, the peer review materials are part of the final portfolio for each of the three essays. A folder that does not have the peer review material will be considered incomplete and will receive 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 the assignment.

Teacher-Student Conference:

In addition to the peer review, you will be required to attend a teacher-student conference. This is only required for the *Deep Economy* essay, but highly recommended for any essay you have questions about or need help with. Students who do not attend a teacher-student conference for the *Deep Economy* essay will receive a zero for two daily grades and 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 the assignment.

Class 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. In-class assignments given throughout the semester will be figured into your class participation grade.

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:

All work done in this class must be your own, completed specifically for this course. You will be required to document any outside sources used in your writing by creating a bibliography. Anyone caught plagiarizing will automatically receive a zero for the assignment. 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.

Disruptive Student Conduct:

According to *Student Conduct and Discipline*, “students are prohibited from engaging in or attempting to engage in conduct, either alone or 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 of 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 of Operating Procedures, Ch. 2, Sec. 2-202).

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.

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.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communicating 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.

If necessary, I will contact you at your UTA e-mail address. It is your responsibility to check your e-mail and respond. I check my e-mail regularly and will respond in a timely manner to any questions that I receive, but I don't check my e-mail between 8:00 p.m. and 10:00 a.m. I will not accept any assignments sent to me via e-mail.

Syllabus and Schedule Changes:

I have tried to make this document as complete and thorough as possible. Even so, 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.

In some cases the University is unable to have class on campus due to weather or other circumstances. However, we WILL have class electronically. Please check your e-mail for information on how our class will proceed in the event of campus closings.

Course Schedule:

Joining, Jeopardizing, and Sustaining Communities

Week	Date	Assignments Due	Readings Due	Class Activities
1	8-24	Purchase textbooks		Introduction to Course
1	8-26		<i>TSIS</i> Preface and Introduction	Syllabus Quiz What is a reading response?
1	8-28		<i>Blair</i> : Eighner	Joining a discourse community
2	8-31	Response #1	<i>Blair</i> : Douglass	Critical Reading Practice
2	9-2		<i>TSIS</i> 1 & 2	Discourse Community Memoir Assignment
2	9-4	Response #2	<i>Blair</i> : Rodriguez <i>TSIS</i> 9 & 10	Invention Exercise
3	9-7		Labor Day Holiday	
3	9-9			Draft Workshop
3	9-11	1 st Draft DCM		Writing Center Demo Peer Review
4	9-14	2 nd Draft DCM		Peer Review
4	9-16	3 rd Draft DCM		Peer Review
4	9-18	Final Draft Discourse Community Memoir		Introduction to <i>Deep Economy</i>
5	9-21	Response #3	Introduction and Chapter 1 of <i>DE</i> <i>Blair</i> : de Toqueville	Assign <i>Deep Economy</i> essay and poster project
5	9-23		<i>Blair</i> : Roberts	View <i>The Story of Stuff</i>
5	9-25		<i>Blair</i> : Pearce <i>TSIS</i> 3	Class Discussion
6	9-28	Response #4	Chapter 2 of <i>DE</i>	Stereotyping and Overgeneralization View Doug Fine video
6	9-30		<i>Blair</i> : Critser, Schlosser <i>TSIS</i> 4 & 5	Class Discussion
6	10-2	Response #5	Chapter 3 of <i>DE</i>	Mapping Happiness (in Library)
7	10-5		<i>Blair</i> : Wellman	How plugged in are you?
7	10-7	Response #6	Chapter 4 of <i>DE</i> <i>TSIS</i> 6	Class Discussion
7	10-9	Response #7	Chapter 5 and “Afterword” of <i>DE</i>	Class Discussion
8	10-12		<i>TSIS</i> 7 & 8 UTA Sustainability Committee website (http://www.uta.edu/sustainability)	Complete process sheets on picking an issue and using quotations
8	10-14	Bring working thesis		Thesis development
8	10-16	1 st Draft <i>DE</i> Essay		Draft Workshop Sign up for conference

9	10-19	2 nd Draft <i>DE</i> Essay	MLA Format in <i>A Writer's Reference</i>	MLA Format Draft Workshop Sign up for conference
9	10-21	Teacher-Student Conference	You will sign up for a time sometime on the following dates: 10/21, 22, or 23	No regular class
9	10-23	Teacher-Student Conference	You will sign up for a time sometime on the following dates: 10/21, 22, or 23	No regular class
10	10-26	Final Draft <i>Deep Economy</i> Essay		Discuss Poster Project
10	10-28			Analyze visual arguments
10	10-30	Poster Project Proposal		Analyze visual arguments Create sketch of poster
11	11-2	Sketch of Poster		Discuss sketches
11	11-4	Draft of Poster Project		Peer Review
11	11-6	Completed Poster Project		Write In-Class Essay (Explanation of Visual Argument)
12	11-9	Response #8	Blair: Kozol	Assign final essay project: Create obstacle/solution video about forming strong communities
12	11-11	Response #9	<i>Blair</i> : Blakely & Snyder	Class discussion
12	11-13		<i>Blair</i> : Staples	Class discussion
13	11-16	Response #10	<i>Blair</i> : Graff	Class discussion
13	11-18			Invention Exercises
13	11-20			Video Project Meet in Library
14	11-23			Video Project Meet in Library
14	11-25			Work on video project
14	11-27		Thanksgiving Holiday	
15	11-30	Final Draft Video Essay Project		Video Essay Presentations
15	12-2			Video Essay Presentations
15	12-4			Course Evaluation Video Essay Presentations