



Department of English

English 1301

Instructor	B. Chadwick Chisholm	E-mail	chisholm@uta.edu
Phone	(817) 272-0954 <i>office</i> (601) 613 7855 <i>text only</i>	Office Hrs.	10:00 to 11:30 a.m. Mon. and Wed. <i>Hours could change for conferences</i>
Office	520 Carlisle Hall		

Course Meeting Day and Time:

MWF 8:00 a.m. (PH 210) and 9:00 a.m. (PH 110), August 24 to December 5;

Course Description:

Books:

- Kirszner and Mandell’s *The Blair Reader*, 6th Edition
- Troyka’s *Simon & Schuster Handbook for Writers*, 8th Edition
- Graff & Birkenstein’s *They Say/I Say*
- McKibben’s *Deep Economy*

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

Grading:

Students must accrue an average of 70% to pass the class. All work is evaluated according to the following criteria: Students can earn up to a maximum of 1200 points. Grades in FYC are A (1200-1080), B (1079-960), C (959-840), D (839-720), F (719↓), and Z (719↓). 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.** 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 manila folder containing all drafts, peer review sheets, reflection paper, 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. Students must accrue an average of 70% (840 points) to pass the class. All work is evaluated according to the following criteria:

- In **A** essays, the main idea is significant and shows evidence of a writer's personal engagement with a specific subject. Organization is strong; there is a clear overall pattern of development, necessary and orderly steps, clearly explained connections between ideas. Information is abundant and pertinent to the main idea; in general, support provided for the essay's ideas is under the control of the writer; it is directed to his or her purpose. Language is not only correct but interesting and strongly communicative. Sentences are varied in structure, original and vivid in word choice; the writer's personality and presence are apparent. The essay is relatively free of grammar and spelling errors. An A paper is not flawless; there is no such thing in writing. But it reflects a writer who is in full control of both material and language. Control is the key word here. The reader feels expert guidance.
- In **B** essays, the main idea is fairly original and out of the ordinary, if somewhat dispassionate. Organization is good and an overall scheme controls the essay, though transitions may be a bit mechanical. The details reveal good reading or research, and though their presentation may be uninspired, they are all used to support the main idea explicitly. The language is at least clear and correct, if rather ordinary. There may be a tendency toward wordiness or technical language over which the writer may not exercise good control.
- In **C** essays, the main idea is not terribly original, but it is adequate to control the content of the essay. Organization is in evidence but loose. The topics of paragraphs and the rationale of their order may not be immediately apparent, though they can be deciphered; transitions may be weak. Details abound, most of them relevant to the main idea, though there may be statements unsupported by details or details whose relevance to the main idea isn't clear. The language is for the most part correct, though it may imitate a highly "generic" voice. There may be problems with word choice, levels of diction, and awkward wording. A C paper will do; it's adequate. But it gives the reader an impression of fuzziness and lack of assurance on the part of the writer. The reader has to work to understand what he or she is reading.
- In **Z** essays, there may be no apparent main idea, or if one is stated it fails to control the content of the essay. There may be details, but few of them support a main idea in any clear way. Paragraphing is a problem; paragraphs may be too long or too short, some may have no apparent topic while others have several. The language may be peppered with errors, unidiomatic phrases, frustrating vagueness and other infelicities that impede comprehension. A Z grade implies to the student that the essay is still "in progress," as it has not yet reached a level of focus or comprehensibility that would allow the teacher to assign it a passing grade.

- Some teachers reserve the **F** grade for work that is not attempted. Others assign an **F** to work that wholly does not meet the assignment due to inattentiveness or laziness, rather than due to misunderstandings, in which case they assign a **Z**.

Assignments:

One Book Paper	310 points
Reader-Response Essay	300 points
Literary Autobiography	300 points
Reading Log	120 points
<ul style="list-style-type: none"> • Reader-Response Papers for 1/3rd of all class readings (each 1 1/3 to 1 1/2 pages DS) • Writing Center Narrative (1 1/2 to 2 pages DS) • Self-analysis of student's group (1 1/2 to 2 pages DS) • Summary/Response of a One Book event (students required to attend at least one this semester) • Other in class assignments • Peer edit and review notes 	
In-class Essay Exam	50 points
Group activities	50 points
<ul style="list-style-type: none"> • Peer reviews (in class and outside) • Discussion leading (providing questions on the readings, etc.) 	
Presentations (on PowerPoint)	40 points
Reading/Question cards	20 points
Reading	10 points

Literacy Autobiography:

Tell the story of how you became part of a 'literacy community.' For the purposes of this paper, literacy is defined broadly as the ability to understand and make meaning through language. In this context, language can be taken to mean any symbol system used for communication within groups. It is not unusual to feel you have no literacy stories worth telling, when in fact, you may be thoroughly literate in visual or digital media, in sports, in music, in other areas of interest. Or you may have very interesting stories to tell about your struggles with literacy. Although you may ultimately choose to focus on school literacy (e.g. learning to read and write or do math), you are encouraged to think of literacy broadly and to imagine yourself and others as capable of multiple literacies.

Literacy communities are like clubs in that they tend to have insiders and outsiders. Knowing how to dress determines who is 'in' and who is 'out' of style for a specific group. In the same way, there are keys to membership in a literacy community, namely the knowledge and proficiencies that support the values of the group. Your literacy autobiography will tell the story of how you tried and perhaps succeeded at becoming a full-fledged member of a group. This membership could be official as in the case of a sports team or unofficial in the case of becoming an accomplished musician or lover of literature.

For this assignment, you must complete the following: (1) Write an autobiography about how you tried to join a community by gaining knowledge and proficiency and accepting (at least to a certain extent) the values of that group. An autobiography is a narrative about one's self. A good story has a good shape, usually formed through the development and resolution of some conflict. The authority in your autobiographical writing will come from the care with which you select your material and the richness of the details you choose to present. Relate important moments that show learning that helped you become a fuller member of the literacy community. (2) Make the

case that your proficiency in the subject you chose constitutes a form of literacy. For instance, if writing about your struggle to become a first string varsity football player, you could make this case by focusing on football vocabulary, shared knowledge about football history and current events, and knowledge of your team's playbook. (3) Show how becoming a member of the "literacy community" not only constitutes gaining proficiency, but also involves sharing or accepting certain values of that culture or community. What values are common to the group you became a part of? Do you still hold those values? (4) Write 4-6 pages in MLA style in 12 point Times New Roman font.

Reader Summary/Response Essay:

For this assignment, students will summarize, explore, respond, analyze, and synthesize ideas from several of the assigned readings. Students should start drafting this essay by reviewing their earlier reader-response essays, and then choose a claim, an issue, or a centralizing theme that is reoccurring from two or more of their Blair readings and begin from there. (At least four separate readings must be used.) Fortunately, students will frequently practice summary/response throughout the semester, so this concept will be familiar when the time comes to write this essay.

There are many ways to structure such an essay. For example, students might choose to make the first half of their essay summary/analysis where they take turns encapsulating each Blair reading in their own words, and then in the second half work on unifying the paper with synthesis, response, application, etc. While this is one method for structuring the summary/response essay, there are several other ways to construct the paper (i.e., summary/analysis, synthesis, application/response for each reading as you go, and then using the final pages of the essay to unify these ideas coherently). The structure is up to the individual student, as long as he or she is drawing on the pivotal elements that he or she has used in their shorter reader-response papers: summarizing and analyzing the gist of a reading, synthesizing the ideas and/or material from the reading with something else, and apply the reading to another project or idea outside the classroom.

For this assignment, students must do the following: (1) Include a thesis statement that makes your point; (2) Support your thesis with evidence from all four Blair texts; (3) Integrate quotations properly with strong explications; (4) Paraphrase properly by communicating the author's ideas in your own words, not imitating author's vocabulary or sentence structures; (5) Write 4-6 pages in MLA style with Works Cited in 12 point Times Roman font.

One Book Essay:

This essay is designed to be a part of the One Book program as adopted by the University and the English Department. The text for this essay changes each year—Bill McKibben's *Deep Economy* was chosen for the 2009-2010 academic year.

Students will choose an important theme or issue from *Deep Economy* and develop a thesis that takes a position on a chosen topic. A thesis or claim should go beyond "This is a theme in *Deep Economy*" to assert a substantial claim about the text. A substantial claim is arguable, specific, and significant: 'arguable' means that the claim is not obviously true; 'specific' means that the claim uses precise and clear language, avoiding overgeneralizations; 'significant' means that the claim passes the 'so what' test by making the importance of the argument clear.

Your essays should support your thesis through references to specific passages from the text. Pay special attention to passages that will help you identify key issues, interpretations, contradictions, tensions, and multiple perspectives in the book. In addition to evidence from *Deep Economy*, you should also use at least two outside sources to develop your theme. You are required to attend at

least one campus-wide One Book event (see reading log), and it might be advantageous to you to attend more so you can incorporate information from those events into your essay.

For this essay, you must do the following: (1) include a thesis statement that sets forth your issue or theme and takes a position that you will support; (2) analyze your issue or theme with textual evidence from *Deep Economy* and information from at least two outside sources; (3) explain how each piece of textual evidence and information supports your thesis; (4) integrate sources effectively, distinguish between *Deep Economy*, outside sources, and your own voice; (5) define/describe your terms(s); use *Deep Economy* and other sources—not a dictionary definition—to define your terms; (6) write 5-7 pages in MLA style in 12 point Times Roman font and attach Works Cited.

Students will begin this paper with an **in-class writing exam** where they will be given several topics long before the exam day, and students will be allowed to bring notes (but not write the essay already) for the One Book examination. Students will also be expected to give a 6-8 minute presentation on their topic during the final weeks of class.

Peer Groups:

Early in the semester, students will be placed in a peer groups. These groups will be responsible for a variety of activities including (though not limited to) reviewing, editing, and discussion-leading. Peer group activities are designed to provide an atmosphere for improved writing, editing, and proofing, as well as creating small communities for learning and mentorship. The groups allow students to both view their writing from the reader's perspective and help others improve their work. Furthermore, these groups serve as models for the task units that are typical of the professional world.

Often students will work in peer workshops. **On workshop days students are required to electronically submit a good draft of their writing to the other members at least 24 hours ahead of time.** Each member should complete a workshop checklist of one paper from a group member who they have peer reviewed. A great deal of preparation goes into Workshop activities. **Workshops and group activities are a crucial part of your class grade.** Participating in peer group activities will earn students crucial points (there is no other "bonus work" offered) if they act responsibly towards their peers by offering constructive criticism and direct advice (not vague comments) that helps peers to improve their writing. Missing or failing to participate in peer group activities could result in the loss of points for class.

For each assigned reading, groups will take turns helping the instructor to lead the class discussion. The type of discussion questions student groups should prepare should deal with the unanswered questions or problems that readers might still have after reading the text. The questions should not be about things that are obvious in the text. If possible, groups should center their questions on a similar theme or concern, and should begin by reading a small portion of the text aloud (something that is relevant to the questions and discussion).

Groups might want to meet before their discussion day (see the schedule) to decide how to open up the class conversation; the group should send the instructor a short email message no later than 24 hours in advance with the questions and the group's goals for the discussion. (If the group agrees, students can reuse the questions on their reading cards for the group discussion questions.)

Reading Log:

Students are expected to keep a reading log of 1/3rd of the readings from the Blair text and *Deep Economy*, and well as keep notes on the *They Say/I Say* book. In the summary-response papers for the Blair and *Deep Economy* readings, here are the guidelines to follow. Be sure to have the following three parts in each of your summary-responses: (1). Summarize: In two or three sentences (a short paragraph—approx. 50 words), restate in your own words the main message or central point of the assigned reading, and offer some analysis (approx. 25 to 50 words). You should focus on stating the gist of the reading, not the supporting evidence from the piece or details or your reaction to it. (2). Synthesize: In the next paragraph or two, weave together ideas/material from the reading with something else. That “something else” can be information/ideas from prior readings/class discussions or personal prior knowledge (especially try to draw on personal experience as a student or as a person who is searching for the answers to ‘life’s questions,’ etc.). The goal here is to weave together ideas in a novel way that shows interesting new patterns by interpreting the readings through your own experience and/or seeing new relationships between those ideas and ideas presented in other works. Try applying the following rhetorical/analytical strategies to this task: compare and contrast ideas/experiences, extend or combine definitions from sources, apply examples or descriptions from one source to illuminate ideas expressed in another source, or link causes and effects presented in one source to explaining another source. (3). Apply: Try to think of a way that the reading might apply to or influence your own ideas of comedy or a paper/project you are considering for this class or for another situation outside the classroom (something that is happening in your family, college friends, etc.): is this an idea to try (how so)? Or is this an idea to avoid (why)? Each of these papers should be about 1½ to 1½ pages in length and should use some MLA formatting (i.e., in-text citation is required, but a works cited page is not needed).

Towards the end of the semester, students will do a self-evaluation of their class groups and each of the members within that group. This will be the final entry in the portfolio, and I will take them up shortly afterwards. The writing center narrative (described below) must also be included. You are also required to write a short summary-response for a One Book event that you attended this semester. (There will be several One Book events this semester, and you must attend at least one.)

Reflection Papers (for each Paper Portfolio):

On the Literacy Autobiography, Summary/Response, and One Book essays, students will be required to write a reflection essay (1½ to 2 pages) for their portfolios. Here are some questions for students to ask themselves in order to complete these assignments:

1. “What I tried to accomplish in my essay?”
2. “What I learned from this assignment?”
3. “What contributed to my writing?”
4. “What do I still want to work on in my writing?”
5. “What specific advice did the members of my peer response group give me?”
6. “What did I learn from the peer response?”

Presentation:

Weeks before the due date of the One Book paper, students will be expected to give a PowerPoint presentation (8 to 10 minutes) on their topic. Since only a short amount of time can be allocated for these reports, they must be specific and concise. Here are a few guidelines:

1. Outline the argument or claim in the paper.
2. Discuss the rhetorical situation/Frame the debate.
3. Lay out a summary of the support for the argument or claim.
4. Give at least *two* sources from the paper.
5. Describe how these *two* sources will help you support your argument.

6. Describe what questions remain to be answered and what conclusions the reader should draw from the presented research.
7. Present all this information as a unified report.

Aside from the presentation, every student will read aloud, once, to the class from one of their paper drafts. A couple of slots will be offered on each peer-review day, and students can sign up on the day of their choosing. All of us, including me, will do this so there is no need to be too nervous. Please provide a couple of copies (perhaps 2 per student) for review.

Reading Cards:

At the start of each class, students must submit a 4x6 index card that contains the following: name, the date, a 1-2 sentence summary of the scheduled Blair or McKibben readings (if multiple readings are assigned, summarize only one), and 1 question that I may announce—anonously, of course—for general discussion. Cards that do not include a question will receive no credit. Cards cannot be turned in late, emailed to me in lieu of attending class, etc.

Writing Center Assignment:

For one of the first two major paper this semester (the Literacy Autobiography or the Reader Summary/Response Essay), students will need to take a polished draft to the writing center. After the conference is completed, students will write a 1½ to 2 page narrative-analysis on their session for their portfolio. In order to have a successful session (and thus materials for the short portfolio assignment), students need to prepare several questions which will help to direct the session. Here are a few things you might consider before visiting the writing center:

- What were you trying to accomplish in this essay? You need to be able to lay it out concisely for the tutor.
- What are some things you want the reader to learn from your paper?
- What contributed to your writing? You might think of ideas, sources, experiences, personal beliefs or interests, etc. Any of this might help the tutor assist you in the session.
- What do you still want to work on in your writing? *Is the essay accomplishing what you intended?* Before you go to the tutoring session, review your draft once more—perhaps after you've had a day or two to let it sit for awhile—and make a few notes on what is working and what is not.
- What specific advice did the members of your peer response group give you? If you do not understand or are uncertain about what your classmates are telling you about your writing, this one-on-one session with the tutor is a place where you might be able to gain some perspective.
- Also for this assignment, you might want to be attentive to the details of your visit (such as your *tutor's name*, etc.)
- When you have completed your writing center narrative, email an electronic copy to Dean Hinnen at dean.hinnen@uta.edu.

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.

Revision Policy:

Students will have the option to revise either the reader-response or literacy autobiography paper. Along with the revised draft, students must submit a 500 word narration of their revision process with special emphasis on (1) how the specific comments of their peers, tutor, and/or instructor guided their revision and (2) analysis on how their paper is improved overall. Without this additional narration, I will not accept the revision. **All revised papers must be returned in the same portfolio as the original essay, and all materials must be contained in the folder. Revisions might not be returned until after the semester is over.**

Grammar and Mechanics:

The grammar and mechanics of Standard English will not be discussed in class but in conferences if needed. However, grammar and mechanics are important in this class. Janet Evanovich, a popular novelist, said recently that she “work[s] very hard at the mechanics of writing so the reader doesn’t have to work hard at all.” For business majors, Evanovich’s statement should be sensible enough because how many readers would be willing to pay \$29.95 for a novel they have to labor to understand? The less work you put into your paper, the more work the readers have to do to understand your writing.

Course Policies:

1. Daily participation in this course is mandatory. Students have assignments to complete daily.
2. Students are allowed a total of 3 absences and 1 tardy, excused or unexcused, before the student is penalized. A tardy is counted as 1/3 of a class day. Students can lose 1 point per excessive absence off their final grade. Each student is responsible for keeping a record of his or her own attendance. Make up work is given at the discretion of the instructor.
3. Students who must miss class for official school event must provide notification 48 hours in advance. No exceptions! Students should make arrangements to make up their work beforehand.
4. Students are expected to have access to a computer, the internet, and all other necessary technologies needed for this course.
5. Students should bring their books, pencils, and paper to class each time class meets.
6. Late assignments are not accepted unless the student has previously contacted the instructor 24 hours prior to the deadline.
7. Turn off all cell phones and mp3 players and do not use them in class.
8. Students are to conduct themselves in a courteous and professional manner when in a university classroom. Students who do not adhere to this standard risk reprimand or removal.
9. Before asking a question about this course, please check the course syllabus first.

Drop Policy:

If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines.

Academic Honesty, Plagiarism, Code of Conduct:

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 (or academic fraud)—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.

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).

Furthermore, in this class students will be held to an honor code which requires all students to pledge themselves to the following: to avoid all actions that *either are dishonest or seem to be dishonest*. While this seems simple, it is an extremely high standard for honesty that I expect from all of you. Whenever you have a question about either, please contact me.

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.

In addition to the University's policies, in this class there is an honor code where all students must vow to stay away from all dishonest behavior and all behavior that might even have the semblance of dishonesty. Students who violate this simple honor system will face severe consequences, which may include

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.

Class Schedule:

Week 1:

Aug. 24: Introduction to class

26: *MEET IN THE WRITING CENTER*

28: “Aria” (p. 139); active verses passive reading; (Instructor-led discussion)

Week 2:

31: Introduction to the Literacy Autobiography unit and paper

Sept. 2: “Dumpster Diving” (p. 454); Brainstorming for literary autobiography; Assign Literary Autobiography (Group #1 will provide discussion questions)

4: From *Down and Out in Paris and London* chapters 10-14

(http://orwell.ru/library/novels/Down_and_Out_in_Paris_and_London/english/e_dopl)

(Group #2 will provide discussion questions)

Week 3:

7: **LABOR DAY!**

9: “Learning to Read and Write” (p. 150) Last day to withdraw without a W on their transcript; (Group #3 will provide discussion questions)

11: “Shooting an Elephant” (p. 715); (Group #4 will provide discussion questions)

Week 4:

14: In-Class writing assignment (Draft of the Literacy Autobiography); students will need to review all notes on the reading for this assignment; **students will need to electronically submit their drafts to the instructor and the members of their peer group by the end of class**

16: “The Inner Ring” (<http://www.lewissociety.org/innerring.php>); (Group #1 will provide discussion questions)

18: Instructor-led peer-editing groups; *students must bring a peer-review handout with comments*; some groups will need to schedule a conference time (50 minutes) outside of class time—these groups will not need to attend class this day; **students are to electronically submit their revised drafts to their selected peer by 2 p.m. on Sunday (9/21)**

Week 5:

21: Literary Autobiography; student-led peer-reviews in groups; **students will be required to bring two copies of their peer-reviewed checklist**; students who do not do this will receive no points for participation

23: “The Free-Speech Follies” (p. 202); (Group #2 will provide discussion questions)

25: Literary Autobiography due; reflections on Literacy Autobiography to be written in class

Week 6:

28: Introduction to the reader-response essay

30: “Kicking the Secularist Habit” (p. 647); (Group #3 will provide discussion questions)

Oct. 2: “Turing Faith into Elevator Music” (p. 652); (Group #4 will provide discussion questions)

Week 7:

5: “Finding Design in Nature” (p. 679); (Group #1 will provide discussion questions)

7: “Why Intelligent Design Isn’t” (p. 682); (Group #2 will provide discussion questions)

9: Write drafts to reader-response papers in-class; students will need to review all notes on the reading for this assignment; **students will need to electronically submit their drafts to the instructor and the members of their peer group by the end of class**

Week 8:

12: “Finding Darwin’s God” (p. 692); (Group #3 will provide discussion questions); **on either Monday, Tuesday, or Wednesday, students should make an appointment at the Writing Center in pairs (signup for two back-to-back 30 minute sessions) to discuss their essays; students are required to bring copies of their peer-reviewed checklist to the conference**

14: Introduction to *Deep Economy*

16: reader-response; student-led peer-reviews in groups; **students will be required to bring two copies of their peer-reviewed checklist;**

Week 9:

19: Discussion of *Deep Economy* (1-34); (Instructor-led discussion)

21: Discussion of *Deep Economy* (34-70); (Group #4 will provide discussion questions)

23: Reader Summary/Response paper due

Week 10:

26: *Deep Economy* (71-104); (Instructor-led discussion)

28: Discussion of *Deep Economy* (104-137); (Group #1 will provide discussion questions)

30: *Deep Economy* (137-176); (Group #2 will provide discussion questions); **Last Day to Drop;**

Week 11:

Nov. 2: *Deep Economy* (177-198); (Group #3 will provide discussion questions)

4: *Deep Economy* (198-232); (Group #4 will provide discussion questions)

6: In-Class writing assignment (Draft on the *Deep Economy* assignment); students will need to review notes on the reading for this assignment

Week 12:

9: *Deep Economy*; student-led peer-reviews in groups; **students will be required to bring two copies of their peer-reviewed checklist**

11: *Deep Economy* review—led by student issues

13: Class Portfolios Due

Week 13:

- 16: *Deep Economy* presentations (Group #1)
- 18: *Deep Economy* presentations (Group #2)
- 20: *Deep Economy* presentations (Group #3)

Week 14:

- 23: *Deep Economy* presentations (Group #4)
- 25: Peer review
- 27: No class—Thanksgiving Holiday

Week 15:

- 30: Class evaluations
- Dec. 2: Return portfolios;
- 4: *Deep Economy* paper due;