

English 1301 Exposition: Reading, Writing, and Critical Thinking

Instructor: Kara Clanton

Course Information: English 1301 Tues/Thur 9:30-10:50 254 COBA

Office/Hours: Tues/Thur 11:00-12:00 CAR 520

Email: kara.clanton75@yahoo.com

Phone (Messages Only): 817-272-0954

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 they discuss.

Required Texts:

They Say, I Say by Gerald Graff and Cathy Birkenstein

A Writer's Reference, 6th Edition by Diana Hacker

Deep Economy by Bill McKibben

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. The student must receive a grade of C or better on the In-Class Essay in order to pass the course. 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 re-writes. **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.** Keep all papers until you receive your final grade from the university.

Grade Distribution:

Essay Project One 15%

Essay Project Two 15%

Essay Project Three 20%

In Class Essay 10%

Participation and Attendance 10%

Daily Journal and Quizzes 15% (drop lowest two)

Summary/Responses 10%

Group Work 5%

Assignments: Please type every assignment in Times New Roman 12 point font double-spaced. I will not accept any handwritten assignments. Please staple ALL assignments over one page in length.

Late Assignments: Papers are due at the beginning of class on the due date specified. Late papers will be penalized unless you speak to me about your situation before (not on or after) the due date. Otherwise papers handed in late will be lowered one letter

grade for each day the paper is late. No late papers will be accepted after three days.

Rewrite Policy: Re-writing is an important means for improving both the writing process and the final product. You have the option of revising two major essays after grading. You may rewrite any essay (except for essay 3) that receives a grade lower than an A, and a rewrite is required if your paper receives a Z grade. A good rewrite involves more than just correcting any editing and grammar mistakes; it must be evident to me that you have reworked and rewritten your ideas. The last major paper, after it has been submitted for grading, cannot be re-written for a higher grade.

Attendance Policy: Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in this course. You have three absences. If you miss more than three classes, your final grade in this class will be lowered by 10 points.

Daily Journal. Some classes will open with a one-page journal assignment. The instructor will assign a topic either from popular culture or the assigned reading. Students are encouraged to submit topics for consideration. The journal will be taken up three times in the semester.

Quizzes. Expect brief quizzes on the assigned readings almost weekly. The quizzes will not be announced and will cover any reading assignment(s) due the period of the quiz. Quizzes will be taken in class unless advised differently ahead of time. Questions will be short answer. Homework assignments may count as quiz grades. Students must be present during class to take the quizzes. There are no make up quizzes because a student was late.

Summary/Responses. These are one-page responses to all or part of an assigned reading. The goal this assignment is for the student to show an understanding of what has occurred in the reading, but also to provide an opinion and analysis of the text in relation to other texts in the course or society.

Group Work: Some of the discussion and in-class work will be completed in small groups. Participation in these groups is vital to the exchange of ideas and aids greatly in the understanding of the text presented. The majority of the group work will have some task to complete and roles for each member to complete as a part of the assignment.

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

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 in writing.

The Writing Center

The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UTA. 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 go 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.

Writing Center Learning Outcomes:

Reading Outcomes

- Determine the meaning of words and phrases in context
- Understand the main idea and supporting details of what they read
- Identify the writer's purpose, point of view, and intended meaning
- Analyze the relationship among ideas in written material
- Use critical reasoning skills to evaluate what they are reading
- Apply study skills to reading assignments

Writing Outcomes

- Write an adequately formed essay that attempts to communicate a message to a specific audience
- Have a clear focus and purpose in writing
- Develop supporting details for main points in writing
- Write an essay that adequately organizes and sequences material within the essay and within paragraphs
- Write acceptable English sentences, although they may contain minor errors in sentence structure, usage, and word choice
- Observe standard mechanical conventions such as spelling and punctuation

ENGL 1301 Objectives:

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

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, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22) You can get in trouble for plagiarism—even if you do not intend to cheat—by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

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

Course Schedule. Assignments are due on the day they are listed.

Week One
Course Intro.
What is literacy? Community? Discourse community?
Discuss Essay Project #1
"On Dumpster Diving" by Lars Eighner
Daily Journal

Week Two
Daily Journal
Group Work
Douglass "Learning to Read and Write" by Frederick Douglass
Quiz
Summary/Response

Week Three
Essay Project #1 Due
TSIS
Peer Edit

Week Four
TSIS
Daily Journal

Writing Center
AWR

Week Five
TSIS
Deep Economy Intro.
Discuss Essay Project #2
AWR

Week Six
Deep Economy poster project
OneBook Websites handout
Deep Economy
Quiz

Week Seven
Deep Economy
Daily Journal
Quiz
AWR

Week Eight
Deep Economy
Essay project #2 Introductions
AWR

Week Nine
Essay Project #2 Due
Peer Edit
Group Work

Week Ten
AWR
Summary/Response

Week Eleven
In-class essay
Daily journal
Discuss Essay Project #3

Week Twelve
AWR
Summary/Response

Week Thirteen
Essay Project #3 Due
AWR

Week Fourteen
Review
Final Exam