

English 1301: First-Year Composition
University of Texas at Arlington
Tuesday and Thursday
9:30-10:50 (Section 48), TH Room 20
or 11:00-12:20 (Section 51), TH Room 21

Instructor: Ms. Christi Cook
Office Hours: Monday 12:15-12:45
Tuesday & Thursday 12:30-1:45

E-mail: christi.cook@mavs.uta.edu
Location: Carlisle Hall 612
Phone Number: 817-272-7569

"One must still have chaos within oneself to be able to give birth to a dancing star."

-Friedrich Nietzsche

"This metaphor [*brouillon*] suggests a writing process that begins as a journey into disorder, a making of chaos, out of which one eventually forges an essay."

-John C. Bean

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 about 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: *Deep Economy* Bill McKibben
 They Say/I Say Graff and Birkenstein
 A Writer's Reference Diana Hacker

Required Materials: A 1" binder with dividers labeled 'Class Notes,' 'Handouts,' 'Journal,' 'Summary Response,' and 'Articles.' You will need to print all assigned articles and bring them to class for discussion. Please place the syllabus at the front of the binder.

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

Course Requirements:

READING: You are expected to complete all of the assigned reading for this course so that you may participate in classroom discussion and learning activities.

ESSAYS: You are required to write four essays: a discourse community memoir, an in-class essay, a synthesis essay, and a OneBook essay related to McKibben's *Deep Economy*. Each essay must meet length requirements and must follow the MLA format. Each essay must be turned in in a folder containing all prewriting materials, drafts, and peer reviews.

SUMMARY RESPONSES: You are required to write seven (7) reading responses. These brief, two (2)-page responses will enable you to analyze the assigned readings and participate in class discussion. Responses are due on the dates marked on the course schedule. All summary responses must be typed in 12 pt font, Times New Roman with MLA headings and 1" margins. Failure to comply with these specifications will result in a 20-point deduction.

FACEBOOK DISCUSSION: All students need to create a Facebook profile if they don't have one already. Throughout the semester, students regularly need to check the English 1301 group for this course. Students should be aware that they are NOT required to share any personal information; rather, they need to maintain an account in order to participate in our academic conversations outside of class.

- 1) For those students without an existing Facebook account, go to www.facebook.com and register for an account within the next three days.
- 2) Additionally, you will be required to pose at least 3 open-ended discussion questions (thoughtful questions that do not have a yes/no answer) throughout the semester on the Facebook discussion page.
- 3) You are required to respond to what your peers have to say. A separate handout will explain further details.

Course Policies:

ATTENDANCE: Having good attendance is a vital part of succeeding in college. We are building a discourse community in this class, and we must have all members present in order to do build and move forward. You may miss three (3) class periods without penalty. For each additional unexcused absence, five (5) points will be deducted from your final grade. Excused absences include official university activities, religious holidays, and absences for military service. **Note: Two (2) tardies equal one (1) absence. Tardy is defined as arriving after class has started.**

PARTICIPATION: Full participation is necessary in order to succeed in this class. Participation includes: freewrites, possible quizzes, contributing appropriately to class discussions, responding to discussion questions posted by peers on Facebook, reflecting on assigned readings, respecting others' opinions and their right to express them, and cooperating and collaborating with your peers. Remember, we are building a community of writers this semester. You are part of the community!

PEER REVIEWS: For each essay this semester, you will be asked to critique the work of your peers. Your credit for peer critiques can only be earned if you come fully prepared with an adequate draft and also provide adequate comments. **Note: If you miss a peer review, you will not be able to make it up.**

Grading Policies: There are 100 possible points for this course.

SCALE: 90-100 A Excellent work that fulfills assignment criteria with exceptional skill, quality, style, persuasiveness, or sophistication

80-89 B Good work that meets assignment criteria

70-79 C Acceptable work that only meets assignment criteria and/or contains notable flaws you should have remedied in planning, drafting, revising, or conferring with your instructor

< 70 Z Complete work that has numerous severe flaws or does not meet assignment criteria

F Incomplete or unsatisfactory due to negligence or dishonesty

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. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

PERCENTAGE BREAKDOWN:

Participation 10% (5% Facebook discussion, mandatory conference with Ms. Cook, quizzes 5% preparation, discussion, freewrites, OneBook event)

Discourse Community Memoir 20%

In-Class Essay 10%

Synthesis Essay 15%

Deep Economy Essay 25%

Peer Review 10%

Summary Responses 10 %

DROP POLICY: If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines. Please be certain to check with your advisor concerning the financial and academic consequences of dropping this or any course.

LATE ASSIGNMENTS: The syllabus clearly states when each and every assignment is due.

Thus, if you do not turn in your assignments on the day they are due, they will not be given any credit. If you miss class on the day an assignment is due, you may either have a peer submit it during class or turn it in early. No other late work will be accepted. Should you need to make

special arrangements concerning assignments, please see me. **Note: I will not accept any emailed assignments.**

REWRITES: If you receive a failing grade on an assignment, you must rewrite it. You will have exactly one week after the essay is returned to you to complete the rewrite. Although it is not mandatory, should you receive a grade you do not find acceptable, you may also choose to rewrite the essay. It is important to stress that a rewrite does not guarantee 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 rewritten paper will be averaged with your original paper. You may not rewrite the final essay for the course.

CONDUCT: Since we are all adults and this is a college course, I fully expect that you will conduct yourselves in a respectful 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 **ringing cell phones, text messaging, and use of personal computers.** You are required to participate in all discussions and activities in the course in a thoughtful and engaged manner. This means that your head is off your desk, focusing only on material for this class, not listening to an MP3 player, etc. 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.

UTA Office of Student Conduct says: 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 of Operating Procedures, Ch. 2, Sec. 2-202).

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.

THE WRITING CENTER: The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Fall 2009, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at www.uta.edu/owl/appointments, by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

ACADEMIC DISHONESTY AND PLAGIARISM: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the

University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2) You can get in trouble for plagiarism—even if you do not intend to cheat—by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

STUDENT SUCCESS PROGRAMS: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

AMERICANS WITH DISABILITIES ACT: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

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

COURSE SCHEDULE: Assignments are due on the day they are listed.

Week	Date	Assignments
1	8/25	Course Introduction, Policies and Procedures What is sustainability, literacy, community, discourse community?
1	8/27	What is a summary response? Syllabus Quiz Diagnostic Essay
2	9/1	Read: Douglass "Learning to read and write" and Preface and

		Introduction in <i>TSIS</i> Due: Summary Response #1
2	9/3	Introduce Discourse Community Memoir Read: Eighner's "On Dumpster Diving" and Erdrich's "2 in the Heart, 1 in the Mind"
3	9/8 (9/9 Census Date)	Discourse Community Memoir Discussion and Brainstorming, Focused freewriting
3	9/10	Peer Review Due: Draft 1 (Please bring three printed copies and a process memo)
4	9/15	Introduction to <i>Deep Economy</i> Assign <i>Deep Economy</i> essay and poster project Due: Literacy Autobiography
4	9/17	Discuss <i>DE</i> View <u>The Story of Stuff</u> Read: Introduction and Chapter 1 of <i>DE</i> , (Additional articles to be determined and placed on syllabus) Due: Summary Response #2
5	9/22	Read: Chapter 2 of <i>DE</i> , "Eating Locally;" Berry, "The Pleasures of Eating;" Erlich and Erlich, "Food, the Ultimate Resource" Due: Summary Response #3
5	9/24	In-Class Debate Read: "Confinement Farming;" Fine, Review blog at http://www.dougfine.com and read "Chicken Little" and "Reaping Rewards" and <i>TSIS</i> Chapter 13 Due: Summary Response #4
6	9/29	Read: Chapter 3 of <i>DE</i> , "All for one and one for all;" de Tocqueville, "Why the Americans Are So Restless;" D'Souza, "America the Beautiful;" Quammen
6	10/1	Library Day: Please meet in library for class
7	10/6	Read: <i>TSIS</i> Chapters 4 and 5 Due: Summary Response #5
8	10/8	Read: Chapter 4 of <i>DE</i> , "Wealth of Communities;" Friedman, "30 Little Turtles;" Bansal Due: Summary Response #6
9	10/13	Complete process sheets on picking an issue and using quotations Read: Chapter 5 of <i>DE</i> , "Durable Future" and "Afterword;" Fine, <i>TSIS</i> Chapters 7&8; UTA Sustainability Committee website (http://www.uta.edu/sustainability) Due: Summary Response #7
9	10/15	Library Day: Please meet in library for class
10	10/20	Thesis development process sheet Drafting workshops
10	10/22	Peer Review

		(Please bring 3 printed copies of your draft and your process memo) Due: All one-on-one conferences must be completed by this date
11	10/27	Discuss Poster Project (visual representation of argument in <i>Deep Economy</i> essay) Due: Deep Economy Paper
11	10/29	Process materials for Poster Project Due: Poster Project Proposals *(10/30 last day to drop classes)*
12	11/3	Peer Review
12	11/5	Due: Poster Project and written explanation of visual argument
13	11/10	Read: "La Mariposa, Butterfly Woman;" Estes, "Black Women and the Wilderness;" White, "Harvest;" LeSueur
13	11/12	Introduce Possible Essay Topics Due: Student Images, FB Discussions
14	11/17	Invention work, In-class work
14	11/19	Peer Review (Please bring 3 printed copies of your draft and your process memo)
15	11/24	Due: Final Paper
15	11/26	Thanksgiving Holiday- No Class
16	12/1	In-class essay exam strategies, Receive prompt for essay Read: Nancy Wood "Taking Essay Exams"
16	12/4	In-class essay Last day of class

Student Contract: Please detach, sign, and return to the instructor by drop date

I, _____, hereby acknowledge that I have read and understand the above syllabus. I am fully aware of policies and procedures.

Signature: _____

Date: _____

Christi Cook

Drs. Lowry and Morris

English 5389

July 30, 2009

Unit 1 Lesson Plan

Day 1: Introduce myself- Introduction Game- Go over syllabus.

Group work: Each group gets one word to define: sustainability, literacy, community, discourse community. Short discussion, record answers on board. Come up with working definitions for the semester.

Homework: Study for Syllabus Quiz

Day 2: Syllabus Quiz

Summary response: Explain format. Take questions. Do very simple skeleton summary response together. Remind them the first one is due next class.

Diagnostic Essay: What experiences have you had with writing and with writing classes in the past? (30 minutes)

Day 3: Collect Summary Responses- tell students they will be receiving extensive feedback on this one.

Frederick Douglass Reading Activity: Dana Brewer's "main idea" group work (pick binaries, images, important words, etc. and understand how they work together through repetition to convey main idea). Discuss this along with reading in general.

Transition: Is Douglass making an argument? If so, what is it?

Argumentation: Do we love to argue? Why or why not? Discuss reactions to *TS/S*- In same groups, fill out a sample schema (handouts by me). Come back and discuss with class as whole.

Day 4: Freewrite journal: What stuck out to you about the Eighner piece? What did you like or dislike?

Eighner Reading Activity: Lucinda's Reading Activity with bright paper folded into 4 quadrants: 1 for important quote from piece, 1 for image, 1 for analysis of quotation, 1 free space. Share with partner and then with class.

Peer review notes: Copy from computer. Discuss importance of good peer review- Go over sample paper as class implementing peer review skills.

Day 5: Freewrite journal: What comes to mind when you think of our working definition of a discourse community? Discuss.

I share some of my non-academic discourse communities, have students jot down some of their own. Go around the room- everyone share 2 or 3.

Handout we did in GTA class: jot down jargon in at least 3 communities.
Share Discourse Community Memoir assignment: break into chunks. Take questions.
Focused freewrite on discourse community. Draft due next class, along with process memo (handout provided.)

Day 6: Reminder of peer review process. Divide students into prearranged groups-peer review of drafts. If there's time, students may begin reworking drafts. Final draft due next class period (quick return from me so that students may rewrite.)

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Syllabus Explanation

Sommers discusses the importance of having our paper comments match our personalities; I believe the same holds true with our course syllabi. I tried to make my expectations as explicit as possible while also voicing them in my own language and emphasizing what is of particular importance to me (i.e., respect in the classroom, importance of peer review, focus on writing process, etc.) I hope I struck the right balance between being strict and being caring.

One aspect I varied from the *Deep Economy* template was in establishing a unit on "Women and the Land." I want students to critically examine images and texts associating women and the land and to choose paper topics stemming from this critique. I don't know what readings would be good for this yet (I'm thinking Isak Dinesen and Clarissa Pinkola Estes perhaps) so I definitely need some input on this unit! I also haven't figured out how to structure that essay and would love help designing it.

Wood discusses the importance of reading in the writing classroom- it was helpful to be reminded of this. My syllabus is pretty heavy on reading, so I need to accumulate several pre-reading and reading comprehension activities to keep the readings and discussions interesting. I also hope to apply analysis of the structure of

some of the readings to the students' own writing. I want to have something of a routine without settling into a rut.

I also want to be sure that my students are writing a lot. In *Engaging Ideas*, John Bean offers numerous writing activities that are often quick and easy for a teacher to grade; I plan to refer to this book often throughout the semester. I want to have different activities that reinforce various aspects of writing. Additionally, I didn't plan "mini-lessons" on my syllabus, but I plan to have them when I see common errors in student papers.

Primarily, I want to be sure that my classroom is a safe, positive space for students to explore their writing. My syllabus might not reflect that, but that is because it is a legal document and I need to ensure that necessary policies and procedures are in place. I might need to go back and add something else about the importance of community- I mention it regarding my Attendance policy- but that is one of my main goals for my Composition course. After all, if they don't feel comfortable making mistakes in front of one another, how will the students ever improve their writing?