

English 1301: Expository Writing
Writing Community and Culture

Instructor: Ms. Earnest

E-mail: write.earnest@gmail.com

Office Hours: Monday, 1 – 4pm & by appt.

Office Number: 523 Carlisle Hall

Section 023: 10am (PH 302)

Section 028: 11am (PH 302)

* Syllabus also available at www.mearnest.com

REQUIRED TEXTS

Graff, *They Say/I Say: Moves That Matter in Academic Writing*

Hacker, *Writer's Reference (custom for UTA)*

Kirsznner, *Blair Reader* 6th edition

McKibben, *Deep Economy*

COURSE DESCRIPTION. English 1301 is an integrated course in critical thinking, reading, and writing. Because these three processes are mutually dependent, we will spend our time in the course reading and analyzing texts, as well as writing them. The type of formal writing we will do in this class is generally known as expository writing, which is a combination of informative and argumentative writing. In this type of writing, you will show both your understanding of texts we have read and your own thoughts about the issues surrounding them.

STUDENT LEARNING OUTCOMES. After successfully completing English 1301, students will be able to:

RHETORICAL KNOWLEDGE

- Use knowledge of the rhetorical situation—audience, purpose, genre—to analyze and construct texts.
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms.
- Use conventions of structure, tone, diction, and syntax appropriate to the rhetorical situation.

CRITICAL THINKING, READING, AND WRITING

- Use writing, reading, and discussion for learning, communicating, and examining assumptions.
- Summarize, respond to, and analyze texts.
- Employ critical reading strategies to identify an author's position, main ideas, genre conventions, and rhetorical strategies.
- Produce texts with a focus, thesis, and controlling idea and identify these elements in others' texts.
- Provide appropriate support for claims.
- Find, evaluate, and synthesize appropriate sources to inform and situate their own claims.

PROCESSES

- Practice flexible strategies for generating, revising, and editing texts.
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions.
- Use the collaborative and social aspects of writing processes to critique their own and others' works.

CONVENTIONS

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
- Summarize, paraphrase, and quote sources, using appropriate documentation style.
- Control such surface features as syntax, grammar, punctuation, and spelling.
- Employ technologies to format texts according to appropriate stylistic conventions.

REQUIREMENTS

READING – You will be expected to complete all assigned reading for this course so that you may participate in

classroom discussion and learning activities. Periodically, quizzes (both announced and unannounced) may test your understanding of the reading material and the concepts taught in class. These quizzes are more likely to occur if I feel you are not completing all reading assignments.

ESSAYS – For this course, you will be required to write three major essays: a Literacy Autobiography, a OneBook Essay, and a Synthesis Essay. In preparation for these projects, several homework and in-class writing activities will be assigned.

SUMMARY RESPONSES – Throughout the semester, you will write three summary response papers. These will help prepare you for your major essays and together will comprise ten percent of your final grade. Each summary response must be a minimum of two pages typed and at least one must concern a OneBook event that you attend. (Note: All written assignments must be typed in 12pt font, Times New Roman, MLA headings, and 1” margins. Failure to comply with these specifications will result in substantial loss of points on the assignment.)

WRITING JOURNAL – Each week you will have assignments for your writing journal. You will complete all exercises in a notebook (bound with a spiral or a composition book). This notebook is your daily writing journal and to be used solely for this purpose, please write notes and other assignments in another place. In this space, you are free and encouraged to experiment and expand your writing. You are also permitted to draw or paste images if this inspires your writing. Keep in mind that I will read these entries. Often you will be invited to share your writing with your peers. Bring your journal to class everyday and keep it as neat as possible. I will collect small groups of these journals periodically. If you have a particular entry you would like me to look at, indicate so clearly in the top margin. Near the end of the course, you will choose an entry you want to share with the class. You will expand and polish this piece and turn in a final, typed and formatted draft to me. I will collect and bind these entries in a class journal and distribute copies.

COURSE POLICIES

PARTICIPATION – You are expected to participate in all aspects of the course. Participation includes: completing all reading and writing assignments on time, bringing your writing journal to every class and completing all journal assignments, participating in and being attentive to class discussion, sharing your Synthesis Paper with your peers with a final presentation, reflecting on assigned readings, respecting others’ opinions and their right to express them, and cooperating and collaborating with your peers. Ten percent of your grade comes from proper participation.

ATTENDANCE – Come to class. Your presence in class is important to the success of the class as a whole. Attending class will only help you sharpen your reading, writing, and critical thinking skills, which will, therefore, help you become a better writer. You may miss four class periods without penalty (this is over a week’s worth of class time). After each additional missed class, I will deduct five percentage points off your final grade. You are responsible for the work and material you miss in class. **NOTE: I DO NOT DIFFERENTIATE BETWEEN EXCUSED AND UNEXCUSED ABSENCES. HAVING NO REASON OR A GOOD REASON TO MISS CLASS IS YOUR CHOICE – CHOOSE CAREFULLY.**

PEER CRITIQUE – Writing is a process, not an event. Therefore drafting and rewriting are key components of any writing class. For each essay of the semester you will be asked to critique the work of your peers. Each peer critique is worth points toward your major assignments. These points can only be earned if you come fully prepared with an adequate draft and also provide adequate comments. **NOTE: IF YOU MISS A PEER CRITIQUE YOU WILL NOT BE ABLE TO MAKE IT UP.**

DROP POLICY – Should 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 turn it in early, have a peer submit it during class, or email it to me BEFORE class. No late work will be accepted. Should you need to make special arrangements concerning assignments, please see me.

REWRITES – If you receive a failing grade on an essay, you must rewrite it. You will have exactly one week after the essay is returned to you to complete the rewrite. Before beginning, you must schedule a conference to discuss the paper. Although it is not necessary, should you receive a grade you do not find acceptable, you may also choose to rewrite the essay. I will average the scores of your original essay and rewrite to calculate your grade for the essay, although it is important to stress that a rewrite does not guarantee a better grade. Revision is not just fixing surface errors, deleting a few sentences, or adding a paragraph to the end. It must be evident to me that the paper has been thoroughly reworked to change a grade. You may not rewrite the final essay for the course.

CELL PHONES – Please turn off your cell phones before class begins. I will not accept frivolous interruptions. This includes text messages and all other electronic devices.

GRADING

| | <u>Weight</u> | <u>Your Grades</u> | | <u>Your Percentages</u> |
|------------------------------------|---------------|-------------------------|-----------|-------------------------|
| Literacy Autobiography | 20% | | x (.2) = | |
| Deep Economy Essay | 25% | | x (.25) = | |
| Synthesis Essay | 20% | | x (.2) = | |
| Participation/In-Class Assignments | 10% | | x (.1) = | |
| In-Class Exam | 5% | | x (.05) = | |
| Writing Journal | 10% | | x (.1) = | |
| Summary Responses (three) | <u>10%</u> | | x (.1) = | |
| | 100% | (^ Sum of all 3 essays) | Total: | |

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 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.

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 (0) 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 me.

UNIVERSITY RESOURCES AND POLICIES.

THE WRITING CENTER – The Writing Center, Room 411 in the Central Library, provides assistance to UTA students with any writing assignments they might have. During Fall of 2009, the center’s 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. Appointments can be scheduled by calling the center at 817 272-2601 or by stopping by the center’s receptionist desk. Drop-ins are taken on a first-come, first-served basis. 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. 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 how to solve grammatical and organizational problems. I encourage all of you to use the Writing Center.

STUDENTS OBTAINING ACADEMIC READINESS (SOAR) – The SOAR program (132 Hammond Hall; 272-3684 or 272-2717) is the largest tutoring service on campus, offering free tutorial assistance (once or twice per week) to students who qualify in one of three ways: income eligibility, documented physical or learning disability, or being a first generation college student (neither parent has a four-year college degree). SOAR Cost-Share Tutorial offers individual tutoring by appointment to any UTA student for \$6.50 per hour, which is billed to the student's UTA account. SOAR no longer offers lab assistance for the THEA, but tutorial assistance is available. SOAR hours are M-F 8-5 and W-R 5-7 p.m. For more information and course listings, please refer to the website: <http://www.uta.edu/soar>.

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.

DEFINING DISRUPTIVE STUDENT CONDUCT – According to the *Code of 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 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).

COURSE CALENDAR.

| Date | Class Topic | Reading Due | Assignments Due |
|---|--|--|---|
| WEEK ONE | | | |
| Mon 8/24 | Introductions | | |
| Wed 8/26 | The Writing Process | <i>Shitty First Drafts</i> (online) <i>On Writing</i> (handout) | |
| Fri 8/28 | The Academic Conversation and the Writing Center | They Say/I Say: Preface and Introduction | Diagnostic Essay |
| WEEK TWO (LITERACY) | | | |
| Mon 8/31 | Literacy Autobiography | TS/IS: Chapter Two <i>On Dumpster Diving</i> (Blair) | Writing Journal: Begin Recording Waste |
| Wed 9/2 | Literacy and Community | <i>Learning to Read and Write</i> (B) TS/IS: Chapter Four | WJ: <i>Composing Consumption</i> |
| Fri 9/4 | Academic Integrity | <i>The Perils of Obedience</i> (B) <i>The One Who Walks Away from Omelas</i> (B) <i>Civil Disobedience</i> (B) | |
| WEEK THREE (LANGUAGE AND GENDER) | | | |
| Mon 9/7 | Labor Day – No Class | | |
| Wed 9/9 | Sentencing | <i>Aria</i> (B) <i>Mother Tongue</i> (B) TS/IS: Chapter 8 | Summary/Response #1 |
| Fri 9/11 | Paragraphing | <i>Sexism in English</i> (B) <i>The M/F Boxes</i> (B) <i>Marked Women</i> (B) | WJ: <i>That's What She Said</i> |
| WEEK FOUR (IDENTITY) | | | |
| Mon 9/14 | Peer Critique | | Three Copies L.A. draft |
| Wed 9/16 | Structure | <i>What Nurses Stand For</i> (B) <i>The Unauthorized Autobiography of Me</i> (B) | Peer Critique Letters WJ: <i>My Unauthorized Autobiography</i> |
| Fri 9/18 | Peer Critique Discussions | | L.A. Draft (one copy) WJ: Begin Recording Food Intake |
| WEEK FIVE (FOOD) | | | |
| Mon 9/21 | Reflection | | Literacy Autobiography |
| Wed 9/23 | Introduction to Deep Economy | Deep Economy: Introduction and Chapter One | |
| Fri 9/25 | Consumption and Composition | <i>Supersize Me</i> (B) <i>Behind the Counter</i> (B) <i>Don't Blame the Eater</i> (TS/IS) | WJ: <i>Composing Consumption II</i> |
| WEEK SIX (OUTSOURCING) | | | |
| Mon 9/28 | Deep Economy Paper Prompt & Invention, Local verses Global | Deep Economy: Chapters Two and Three | |
| Wed 9/30 | Picking a Theme | <i>Let Someone Else Do It</i> (B) <i>Missed Target</i> (B) <i>Fair Exchange</i> (B) | WJ: <i>Local Verses Global</i> |
| Fri 10/2 | Thesis Discussion | <i>Selling in Minnesota</i> (B) TS/IS: Chapter Three | Summary/Response #2 |
| WEEK SEVEN (CLIMATE) | | | |
| Mon 10/5 | Library Day: Research Strategies | Deep Economy: Chapter Four | |
| Wed 10/7 | Evaluation Exercise | | Read and Grade: Sample Papers |
| Fri 10/9 | Thesis Workshop | (TBA on Climate) Handout | WJ: <i>Changing the World</i> |

| WEEK EIGHT (COMMUNICATION AND TECHNOLOGY) | | | |
|---|-------------------------------------|---|---|
| Mon 10/12 | Researching and Integrating Sources | Deep Economy: Chapter Five | |
| Wed 10/14 | Using Textual Evidence | <i>Putting up the Gates</i> (B) | Summary/Response #3 |
| Fri 10/16 | MLA Day | <i>Television</i> (B) <i>Reality TV</i> (B) | WJ: <i>Unreal Reality</i> WJ: Begin Recording Internet Use |
| WEEK NINE (THE INTERNET) | | | |
| Mon 10/19 | Building Cohesion | <i>Is Music Piracy Stealing?</i> (B) <i>Connecting Communities</i> (B) <i>What Adolescents Miss</i> (B) <i>The Internet in a Cup</i> (B) | |
| Wed 10/21 | Peer Critique | | Draft (three copies) |
| Fri 10/23 | Peer Critique | | Draft (one copy) WJ: <i>Web Fiction</i> |
| WEEK TEN (THE MEDIA) | | | |
| Mon 10/26 | Synthesis Paper Prompt | | Deep Economy Paper |
| Wed 10/28 | | <i>Bad News</i> (B) <i>A Loser's Game</i> (B) <i>Not Just Another Column</i> (B) Your Selection | Synthesis Text Selection (see list) WJ: <i>Not My Blog</i> |
| Fri 10/30 | In-Class Exam Preparation | <i>Politics and the English Language</i> (B) <i>Propaganda Under Dictatorship</i> (B) <i>You Can't Say That</i> (B) Your Selection | |
| WEEK ELEVEN | | | |
| Mon 11/2 | In-Class Exam | Your Selection | |
| Wed 11/4 | Incorporating Visuals | Your Selection | WJ: <i>Bloggging My Book</i> |
| Fri 11/6 | Developing your Thesis | Your Selection | |
| WEEK TWELVE | | | |
| Mon 11/9 | Designing your Essay | | |
| Wed 11/11 | Polishing your Prose | | |
| Fri 11/13 | Class Journal Contributions | | Journal Entry Draft |
| WEEK THIRTEEN | | | |
| Mon 11/16 | Teacher Conferences | | Class Journal Contribution |
| Wed 11/18 | Teacher Conferences | | Class Journal Contribution |
| Fri 11/20 | Teacher Conferences | | Class Journal Contribution |
| WEEK FOURTEEN | | | |
| Mon 11/23 | Peer Critique | | Two Drafts of Synthesis |
| Wed 11/25 | Peer Critique | | One Draft of Synthesis |
| Fri 11/27 | Thanksgiving Break – No Class | | |
| WEEK FIFTEEN | | | |
| Mon 11/30 | Presentations | | Synthesis Essay |
| Wed 12/2 | Presentations | | |
| Fri 12/4 | Presentations | | |
| WEEK SIXTEEN | | | |
| Mon 12/6 | Finals Week | | |
| Wed 12/8 | Finals Week | | |
| Fri 12/10 | Finals Week | | |

*This course calendar is tentative and I reserve the right to modify the schedule as needed. I also reserve the right to adjust reading selections to fit the interests and direction of the class.