

## English 1301. Exposition: Reading, Writing, and Critical Thinking

**Instructor:** Sylvester Frazier, Jr.

**Course Information:** ENGL 1301-052 (11:00 -12:20 TuTh) Tucker Hall Room 20  
ENGL 1301-062 (2:00- 3:20 TuTh) Preston Hall Room 206

**Office/Hours:** 524 Carlisle Hall: Mon-Thurs (12:15-1:00)

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**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.

Reader: Jacobus, A World of Ideas: Essential Readings for College Writers, 8th edition

Handbook: Hacker, Diana. A Writer's Reference, 6<sup>th</sup> Edition

Non-Fiction: Deep Economy: The Wealth of Communities and the Durable Future by Bill McKibben

### Required Materials:

Access to a personal computer and Internet

8.5 by 11 loose leaf paper

Paper Dictionary

Two Pocket Folder

**Grade Weighting.** Your final grade for this course will be calculated in the following manner:

Essay Project One	100 points
Essay Project Two	125 points
Essay Project Three (in-Class)	150 points
Essay Project Four (Final)	225 points
Daily Response Journal	100 points
Quizzes	100 points
Summary/Responses (8@10) (One Book S/R 20 points)	100 points
Groupwork	50 points
Presentation	50 points
Total	1000 total

**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. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and writing slips for that project. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

**Daily Critique Journal.** Each class period opens with a one-page journal assignment. The instructor will put a topic either from popular culture or the assigned reading. Students are encouraged to submit topics for consideration. The journal will be taken up twice in the semester; however I reserve the right to check the journal periodically during the semester.

**Quizzes.** Expect brief quizzes on the assigned readings almost weekly. The quizzes will not be announced and cover any reading assignment 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.

**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. This semester students will be required to attend one of the One Book activities and write a two page summary response of the event. You will be given a calendar of the events early in the semester so that you can make plans to attend.

**Group Work.** Much 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 texts presented. The majority group work will have some task to complete and roles for each member to complete as a part of the assignment.

**Late Work.** Homework is due at the beginning of class. There is no make-up for missed in-class assignments, quizzes or group work. Daily journal writing is completed in the early period. Students who are tardy will not be given the prompt for that day or allowed to turn the journal writing later in the period.

**Attendance Policy.** The student is allowed four (4) "don't ask, don't tell" absences during the semester. The student will have his final grade lowered 5% for each absence starting with number five. While I consider regular tardiness inconsiderate and irresponsible, the student is allowed to be late as often as he or she wishes. Remember any journal writing, in-class work or quizzes are missed, truly missed, and can not be made up. Also, any student who is more than thirty (30) minutes tardy will be marked absent whether that student stays for the remainder of class or not.

**Late Assignments.** On the major essay assignments, a student can turn the essay late without question asked, but will receive a 5 percent penalty per CALENDER DAY late. In other words, if the essay is turned in 3 days late then a 15% (3 x 5) penalty is levied on the paper. The student can only earn 85% of the possible points on the assignment. An essay is considered late once the due class period has ended. If the student believes that he or she should not receive the penalty, I must be consulted directly. The student is responsible for any requested proof of emergency or illness.

**Rewrite Policy.** A student not satisfied with his or her grade on either Essay projects One or Two may rewrite the essay for additional credit on the assignment. The rewritten essay is graded and the two grades average together, if the second essay receives a higher grade. Rewriting an essay does not guarantee a higher grade. The rewrite is due one week after the essay is returned with NO EXCEPTIONS. Rewrites are NOT allowed on the In-class Essay or the Final Essay.

**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.

**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 what they write
- 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**

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

### **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](http://www.uta.edu/owl/appointments), by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

**Academic Dishonesty and Plagiarism.** 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.

**Disruptive Student Conduct.** 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 service activity or program, or any athletic event 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 2-20).

**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.

All class periods start with a one page Journal Writing Activity from a student given prompt.  
Readings are from *A World of Ideas* unless stated differently.

**Week 1**

Aug 25

Introduction  
Writing a Summary Response  
Daily Journal Explained

Aug 27

Assign Essay 1  
Read for Class: 3-37 (Writer's Reference)

**Week 2**

Sept 1

Summary-Response (any Government selection) due  
Read for class: Lao-tzu 24-33, Machiavelli 39-52

Sept 3

Quiz: Academic Writing (10 points)  
Read for class: Rousseau 58-74, Jefferson 80-83

**Week 3**

Sept 8

Read For class: Becker 105-118, Ardent

Sept 10

Summary-Response (any Justice selection)  
Read for class: Stanton 204-208, King 213-229

**Week 4**

Sept 15

Quiz: Government and Justice(15 points)  
Read for class: Cicero 147-153, Douglass 159-170

Sept 17

Summary-response (any The Individual selection)  
Read: Benedict 304-321, Fromm 328-337

**Week 5**

Sept 22

Peer Review

Sept 24

Assign Essay 2 "The Requirements of Happiness"  
Read for class: Emerson 259-267, Durkheim 275-283, du Bois 291-297

**Week 6**

Sept 29

Library session on "The Requirements of Happiness"  
Essay 1 due

Oct 1

Summary-Response (any Wealth and Poverty selection)  
Read for class: Smith 351-356, Marx 362-373,  
Quiz: Grammar (20 points)

**Week 7**

Oct 6

Quiz: The individual and Wealth/Poverty (15 points)  
Read: Carnegie 391-402, Galbraith 408-415, Reich 422-435

Oct 8

Summary-Response (any Mind selection)  
Read: Plato 449-457, Freud 478-484, Jung 490-500

**Week 8**

Oct 13

Quiz: Basic Logic (20 points)  
Read: Gardner 507-521, Pinker 528-549, Ramachandran 557-569

Oct 15 Summary-Response (any Nature selection)  
Read: Bacon 582-593, Darwin 600-611, Fukuyama 671-681

**Week 9**

Oct 20 Quiz: The Mind and Nature (15 points)  
Peer Review Essay 2 "Elements of Happiness"

Oct 22 Summary-Response (any Ethics and Morality selection)  
Read for class: Leopold 748-764, Singer/Mason 770-787

**Week 10**

Oct 27 Essay Final chapter 2  
Read: Aristotle 694-709, Nietzsche 717-726, Murdoch 733-741

Oct 29 Summary-Response (any Gender and Culture selection)  
Read for class: Wollstonecraft 802-812, Mill 819-833, Woolf 840-852

**Week 11**

Nov 3 Quiz: Ethics/Morality and Gender/culture (15 points)  
Assign Deep Economy essay and "My Future Life" presentations  
Read for class: Mead 858-870, Levi-Strauss 876-885, Greer 893-900

Nov 5 In-Class Essay "Making connections"

**Week 12**

Nov 10 Read for class: *Deep Economy* Chapter 1  
Listen for class: <http://www.kqed.org/epArchive/R703201000>

Nov 12 Read for class: *Deep Economy* chapter 2  
Listen for Class: <http://www.radio4all.net/index.php/program/23000>

**Week 13**

Nov 17 Read for class; *Deep Economy* Chapter 3  
Watch for Class: <http://www.youtube.com/watch?v=I5YVXnnfS28>

Nov 19 Read for class: *Deep Economy* Chapter 4  
Watch for Class: <http://www.youtube.com/watch?v=whfMUBYqDw0>

**Week 14**

Nov 24 Peer Review *Deep Economy* Essay  
Read for class: *Deep Economy* Chapter 5  
Read for Class: [http://www.nytimes.com/2007/04/22/books/review/Morrow.t.html?\\_r=1](http://www.nytimes.com/2007/04/22/books/review/Morrow.t.html?_r=1)

Nov 26 Thanksgiving- No class

**Week 15**

Dec 1 Deep Economy Presentations (50 points)  
Video: Deep Sea Creatures and Black Holes  
Read for Class: Carson 618-632, Gould 638-648, Kaku 654-663

Dec 3 Final Paper due  
Evaluation

**Week 16**

Pick up Final Essay