

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

Instructor: Curtis Fukuchi

Course Information: Section 066, TTh 9:30-10:50 a. m., Trimble Hall 023

Office/Hours: 520 Carlisle Hall MW 5:30-6:30 p. m., TTh 1:30-2:30 p. m.

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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.

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

Required Texts.

Graff and Birkenstein, *They Say/I Say*

Kirszner and Mandell, *The Blair Reader*, 6th Edition

McKibben, *Deep Economy*

Hacker, *A Writer's Reference*

Description of Major Assignments.

Literacy Autobiography due 9/15/09: memoir of becoming part of a community or group, 4-6 pages in MLA style.

Deep Economy paper due 10/27/09: argumentative essay, 4-6 pages in MLA style.

Final Project due 11/24/09: participation in larger campus/community discussion of issues raised by *Deep Economy*.

An additional summary-response paper on a OneBook event (student's choice) due a week after the event.

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.

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 two-pocket folder containing all drafts, peer review sheets, and other materials for that project. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

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

Essay Project One	20%
Essay Project Two	25%
Essay Project Three	20%
Summary-Response Papers	15%
In-class essay/Poster Project	10%
Class Participation and Attendance	10%

Late Assignments. Papers are due at the beginning of class on the due date specified. Late papers will be penalized unless the instructor has agreed to late submission *in advance of the due date*.

Re-write Policy. Re-writing is an important means for improving both the writing process and the final product. Students have the option of revising two major essays after grading. The grade of the revision will be averaged with that of the original paper. 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. Two weeks of unexcused absences (six absences in a MWF course or four absences in a MW or TR course) constitute grounds for lowering a student's course grade. Excused absences include official university activities and illness with a physician's note. Unexcused absences include sleeping in and long weekends.

Drop Policy. If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines. For information on dropping, consult your major academic department (or the University Advising Center if undeclared).

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.

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 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, 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.

Disruptive Student Conduct. 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 services or equipment, communication service or equipment, or computer equipment, software, or networks" (*UTA Handbook of Operating Procedures*, Ch. 2, Sec. 2-202).

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 [HYPERLINK "https://owa.uta.edu/exchweb/bin/redirect.aspx?URL=http://www.uta.edu/email"](https://owa.uta.edu/exchweb/bin/redirect.aspx?URL=http://www.uta.edu/email) \t "_blank" 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 One (8/25-27/09):

Course Introduction

Diagnostic Essay

What is Sustainability? Literacy? Community? Discourse community?

Read: Eighner's "On Dumpster Diving" and TSIS Preface and Introduction

Due: Response Paper #1

Week Two (9/1-3/09):

Introduction to Summary Response

Assign Literacy Autobiography assignment

Invention Strategies

Read: Douglass, "Learning to Read and Write"; Erdrich, "Two Languages in Mind"; and TSIS Chapters 1, 2, and 9.

Due: Response Paper #2

Week Three (9/8-10/09):

Drafting workshops

Peer Review

Week Four (9/15-17/09):

Literacy Autobiography Due

Introduction to Deep Economy: The Wealth of Communities and the Durable Future

Assign Deep Economy essay and poster project

Introduction and Chapter 1 of DE, "After Growth"; Smith, "On the Natural Progress of

Opulence"; Hawken, "A Read: Declaration on Sustainability"; Capra, excerpt from *The Web of*

Life; Behrendt, "Energy's Future"; and TSIS Chapter 3. View The Story of Stuff video

(HYPERLINK "<http://www.storyofstuff.com/index.html>" <http://www.storyofstuff.com/index.html>).

Due: Response Paper #3

Week Five (9/22-24/09):

Read: Chapter 2 of DE, “Eating Locally”; Berry, “The Pleasures of Eating”; Erlich and Erlich, “Food, the Ultimate Resource”; Avery and Elam, “Confinement Farming”; Fine, review blog at <http://www.dougfine.com> and read “Chicken Little” and “Reaping Rewards”; and TSIS Chapter 13

Due: Response Paper #4

Week Six (9/29/09-10/1/09):

Read: Chapter 3 of DE, “All for one and one for all”; de Tocqueville, “Why the Americans Are So Restless”; D’Souza, “America the Beautiful”; Quammen, “Provide, Provide: The Gaia Hypothesis and Global Evolution”; and TSIS Chapters 4 & 5.

Due: Response Paper #5

Week Seven (10/6-8/09):

Read: Chapter 4 of DE, “Wealth of Communities”; Friedman, “30 Little Turtles”; Bansal, “Re: 30 Little Turtles”; TSIS Chapter 6.

Due: Response Paper #6

Week Eight (10/13-15/09):

Read: Chapter 5 of DE, “Durable Future” and “Afterword”; Fine, “Afterword”; Dunning, “The Conundrum of Consumption”; Brown, “Learning from China”; TSIS Chapters 7 & 8; UTA Sustainability Committee website (<http://www.uta.edu/sustainability>).

Complete process sheets on picking an issue and using quotations.

Due: Response Paper #7

Week Nine (10/20-22/09):

Thesis development process sheet

Drafting workshops

Peer Review

Week Ten (10/27-29):

Due: Deep Economy paper

Discuss Poster Project (visual representation of argument in Deep Economy essay)

Due: Poster Project Proposals

Week Eleven (11/3-5/09):

Process materials for Poster Project

Peer review

Due: Poster Project and in-class essay (explanation of visual argument)

Week Twelve (11/10-12/09):

Introduce final essay assignment.

Invention exercises.

Week Thirteen (11/17-19/09):

In-class work on final project.

Peer review.

Week Fourteen (11/24/09):

Due: Final Project.

Thanksgiving Break

Week Fifteen (12/1-3/09):

Student presentations of final projects.