

ENGLISH 1301(sections 20 and 25) —Reading, Writing, and Critical Thinking

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Office Hours: Mon., Wed., Fri. 12-1

Required Texts and Materials:

Graff and Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing*
Hacker, *A Writer's Reference*
McKibben, *Deep Economy*
Pocket folder with which to submit essay projects
Access to a computer

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 surrounding them. You will also be doing a substantial amount of reading, usually around 20-30 pages due for each class day.

Description of Major Assignments:

Major projects include the **Discourse Memoir**, the **One Book Essay**, the **Poster** and the **Synthesis Project**. In preparation for these projects, several **journal** and **in-class writing activities** will be assigned. All in-class activities cannot be made up, including the in-class writings or activities.

The following is a very basic description of the major assignments, but more detailed instruction will be provided in plenty of time to grasp each task.

Discourse Community Memoir—Write a memoir about how you tried to join a community by gaining knowledge and proficiency and accepting (at least to some extent) the values of that group. Make the case that the discourse community you choose includes shared vocabulary and content, or cultural knowledge. Show how your becoming a member of the discourse community not only constitutes gaining proficiency, but also involves sharing or accepting values of that culture or community.

One Book Essay—Select an issue that interests you from *Deep Economy*. You may consider issues you've discussed in English 1301 or other classes. Develop a thesis that makes a position on that issue. Your thesis should go beyond "this is an issue in *Deep Economy*" to assert a substantial claim about the issue.

Poster—This poster can be on science of climate change, technology and sustainability; current events and the environment; health and pollution; food production and safety; labor practices and the environment; green business practices or models; alternate sources of energy; the politics of environmentalism of sustainability in the US or elsewhere; the relationship between sustainability and community; and posters on *Deep Economy*. More discussion on how to contrast this poster will come later in the semester. There will also be an in-class essay examination related to this project.

Synthesis Project—This project will ask you to explore campus, or local responses to the issues raised in our discussions this semester. You will research specific aspects of the topics in *Deep Economy* as they impact your life as a student, or as a resident of the DFW area. You will also consider and propose alternative solutions that may have a better effect on local living. This paper will be 3-4 pages long. During the last week of class, you will give a five-minute presentation on your topic and results.

Journals/ In-Class Writing—These journals, or in-class writings, should be about a page long. Journals and in-class writings should be thoughtful and show the depth of your thinking process; you might tell stories to illustrate your ideas, you might end up contradicting yourself, you might write things you aren't certain are true or not—these are a few ways you can "explore" in your journals. We will regularly share journals in class, so be sure to write things you are confident of talking about with others. There will be a total of 5 of these types of assignments throughout the semester. Each journal, or in-class writing, is worth 20 points, which can bump you up or down a grade letter. When evaluating these journals I will be looking for evidence of engagement with the issues of the text and not grammatical or stylistic issues.

One journal will be based on your attending a community event for the One Book series. There is a calendar of events attached to this syllabus. You must go to one event and give a summary of what occurred at this event and what you found to be the most interesting/dissatisfying about this lecture, etc. You will be given one week after attending this event to turn in your journal. This journal will be two pages long, Times New Roman Font 12, and 1 inch margins.

Summary Rationale for Assignments:

The three assignment sequence, the Discourse Community Essay, the One Book Essay, and the Synthesis Project, is based around the idea of participation in discourse communities. The first assignment, the literacy autobiography, asks students to examine their own experiences as part of a discourse community. The second assignment, the *Deep Economy* essay contest prompt, asks students to develop an argument about issues in the text using *Deep Economy*, other sources they have read in class, and information from campus co-curricular activities to support their arguments. The co-curricular activities are a key part of students' experiences with the One Book because they provide an interdisciplinary, university-wide conversation about the text which students can draw on as they develop their arguments. The third assignment asks you to investigate local applications of some of the issues learned from *Deep Economy* and propose alternatives that may more effectively address the problems discussed in class.

Drafts, Revisions, and Final Papers:

You will always need to make copies of your drafts (not final papers) before you come to class on workshop days. The page minimums are based on double-spaced typed texts with 1-inch margins and 12 font. All your typed work must have your name, my name, and the date at the top of the first page, with page numbers on all following pages, etc.

Additionally, students will receive individual feedback from me in the form of comments on pre-writing and first drafts of early assignments. **All drafts, comments, and peer review materials must be turned in with the final draft.** These essay assignments must be turned in on the due date in a **two-pocket folder (no file folders or binders)**. Students will place the stapled final copy in the right hand side of the folder. In addition, students will place ALL required pre-writing materials, rough drafts, peer review worksheets, and teacher conference worksheets (when completed) on the left side of the folder. Papers that do not fulfill these requirements will not be accepted, and will be counted as late until a conforming submission is received. Students may be asked to provide an electronic copy and/or to sign a voluntary release form which authorizes the instructor to share their work with others for instructional purposes.

Late papers will be deducted one letter grade each day that they are not turned in.

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

Attendance:

I keep a strict attendance policy and more than **six** absences (unless it is a religious, military, or University sanctioned sport or activity) will cause a reduction of your final grade. For every day over six missed, you will receive 3 points off your final average. If you are absent from class on days when we are participating in peer workshops, you are responsible for emailing your drafts to the members of your group.

Tardy Policy:

Four tardies will equal one absence. If you enter the class 15 minutes late, or leave class 15 minutes early, you will be counted absent for the day. If you are tardy, make sure to be quiet while entering class. If you need to talk to me about the reason you are late speak with me **AFTER** class is over.

Peer Reviews:

Each essay will include mandatory peer review workshops. Students will be required to include all peer review materials in the paper's final folder in order to receive full credit. **It is very important that you attend class on peer review days, as you will not be able to make-up these points. If you come to class without a draft you will be asked to leave and will not receive credit for being in class that day.**

Revision Policy:

Re-writing is an important means for improving both the writing process and the final product. Students have the **option of revising the Discourse Memoir and the One Book Essay** after they have been graded. Students must request a rewrite opportunity immediately upon receipt of their graded essay, and will have one week to revise and resubmit the paper. To be eligible for a revised grade, a re-written essay must be substantially changed in both form and content. Revision does not simply mean making grammatical and spelling corrections as they appear marked on the initial paper. The original graded draft must accompany the re-written copy, with all changes highlighted by the student. Note that the Synthesis essay is not available for re-writing. Also note that points lost due to missing process work (drafts, peer review, etc.) cannot be regained through revision.

Required Project Submissions:

Drafts will be checked to see that page requirements have been met and some degree of revision/change/thoughtfulness has gone into each draft. However, drafts will not be evaluated in the sense that no grade will be given. **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.

Classroom Participation:

Attendance in class means more than your presence in a desk. Students are expected to come to class prepared to discuss reading and writing assignments. Your active participation in

discussion means that all cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed.

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 advisor (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. Minor changes will be announced in class, and a notice will be emailed to your UT Arlington email address. If major changes become necessary, you will receive a new copy of the syllabus.

The Writing Center:

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. During Fall 2009, the Writing 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. 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.

Counseling Services:

Counseling Services, located in 216 Davis Hall (272-3671), offers many academic and personal services. Individual guidance and group training sessions are available in reading, time management, note taking, test preparation, and other study skills. There are also regularly scheduled seminars on both academic subjects and career development, all taught by qualified counselors. Trained peer counselors teach a one-credit course in “College Adjustment” to small classes of first year students; topics include academic skill building, time management, and an introduction to services available on the UTA campus. Learning specialists are available to discuss learning disabilities. The office is open Monday through Friday 7:30 a.m. to 5:00 p.m., and stays open until 7:00 p.m. on Mondays and Thursdays.

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.

E-Culture Policy:

All students are required to have access to the Internet – computer use, printing, and Internet access is available to UT Arlington students in the Central Library, Ransom Hall, and at other locations across campus. The University of Texas at Arlington has issued each student a secure

email address, through which information concerning registration, financial aid, payment of bills, progress in courses, academic advising, and graduation may be safely sent. You may find information about activating and using your UTA email account at www.uta.edu/email. 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. **For your protection, the university email account will be the only acceptable email account used for communication between the professor and students in English 1301.** Changes in reading schedules, homework assignments, or class cancellations may be communicated to you through your student email account. Students are responsible for checking their email regularly.

Civility Policy:

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).

Engaging in disruptive student conduct in this classroom is subject to penalties ranging from the student being told to leave the class and forfeiting all points earned on that day to more severe penalties as prescribed by the Office of Student Judicial Affairs.

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 is based on a **1000 point scale**, calculated in the following manner:

Essay Project One – Discourse Memoir	225 points
Essay Project Two - One Book Essay	250 points
Essay Project Three - Synthesis Essay	225 points
Journals/ In-Class Writing	100 points
Poster	100 points
In-class Essay	100 points

Calendar of Assignments

Week 1:

Monday (8/24)

Syllabus Overview and Discussion, Course Introduction
Possible Free Write

Wednesday (8/26)

Diagnostic Essay
Begin Discussion of Discourse Community Memoir and Handout

Friday (8/28)

Freaks and Geeks Clip
Connection to Discourse Community Paper
HW: Write Journal (1) on *Freaks and Geeks* and its connection to Discourse Community (paper topic will be given in class)

Week 2:

Monday (8/31)

Brainstorming Techniques
Practice with Topics
HW: Read Eighner's "Dumpster Diving"

Wednesday (9/2)

In-class writing (2) on Eighner
Exercise on Article
HW: Create a draft of the Discourse Community Paper (needs to be 3 pages and bring 2 copies of draft to class for peer review—if you do not have a draft for Friday you will be asked to leave the classroom and will not receive credit for the day)

Friday (9/4)

Discussion and Guidelines of Peer Response
Peer Response Workshop #1
HW: Read Amy Tan's "Mother Tongue," Rodriguez's "Aria," and work on draft suggestions from peer group workshop.

Week 3:

Monday (9/7)

LABOR DAY—NO CLASS

Wednesday (9/9)—*CENSUS DAY*

Exercise on "Show Don't Tell"
HW: Work on Discourse Community Draft (Bring 3 copies of paper to class as well as your process memo-- if you do not have a draft for Friday you will be asked to leave the classroom and will not receive credit for the day)

Friday (9/11)

Peer Response Workshop #2
HW: Work on Paper

Week 4:

Monday (9/14)

Reading Exercise, “Reading Like a Toddler”
Discussion of critical subjective reading

Wednesday (9/16)

Significance of Editing/ Exercise

HW: Finish Paper and Process Memo

Friday (9/18)

DISCOURSE MEMOIR DUE

Introduction of One Book Essay and Poster Project Program

Introduction of the book *Deep Economy*

HW: Read Introduction and Chapter 1 of *Deep Economy*

Week 5:

Monday (9/21)

Clip from Video on Suburbs and Urban Sprawl

Class Lecture and Discussion on readings

HW: Read Chapters 1 and 3 from *They Say I Say*

Wednesday (9/23)

Discussion of Readings and Exercises on Effective Summary

HW: Read Smith’s “Of the Natural Progress of Opulence,” and Behrmandt’s “Energy’s Future.”

Friday (9/25)

In-class response essay (3) on all of the readings for the past week [*Deep Economy* chapters, Smith, Behrmandt]

HW: Read Chapter 2 from *Deep Economy* and skim from Doug Fine’s Blog.

Week 6:

Monday (9/28)

“Farewell my Subaru” video

Discussion of Alternative Living and Food Sources

HW: Read Chapters 3 and 4 from *They Say I Say*

Wednesday (9/30)

Exercise on Quoting

Plagiarism Exercise

HW: Read Erlich’s and Ehrlich’s “Food: The Ultimate Resource,” Avery’s and Elam’s “Confinement Farming A Boon to the Third World.”

Friday (10/2)

Exercise on readings/Writing Exercise

HW: Read Chapter 3 from *Deep Economy*

Week 7:

Monday (10/5)

Discussion of Readings

Class Exercise

HW: Read Chapters 5-7 of *They Say I Say*

Wednesday (10/7)

Discuss Poster Project-Reminder

Effective Visual Communication Exercise

Discuss the importance of the “So What Statement”

HW: Read D’Souza’s “America the Beautiful,” Quammen’s “Provide, Provide: The Gaia Hypothesis and Global Evolution.”

Friday (10/9)

Writing Exercise

Discussion of Communal Support

HW: Read Chapter 4 *Deep Economy*

Week 8:

Monday (10/12)

Exercise on Readings

Discussion

HW: Read Chapters 8-9 from *They Say I Say*

Wednesday (10/14)

Discussion and Exercise on transitions

Exercise on Individual Voice Mini-lesson

HW: Read Friedman’s “30 Little Turtles,” Bansal’s “Re: 30 Little Turtles”

Friday (10/16)

In-class response essay (4) on all readings for the week [Chapter 4 *Deep Economy*, Friedman, Bansal]

Focusing Locally Discussion

HW: Read Chapter 5 and Afterword from *Deep Economy*

Week 9:

Monday (10/19)

Discussion and Exercise on Readings

HW: Read Chapter 10 from *They Say I Say*

Wednesday (10/21)

Short exercise on *They Say I Say*

Brainstrom exercise on One Book Essay topics

HW: Write first draft of One Book Essay (Bring 2 copies of a 3 page draft of paper--if you do not have a draft for Friday you will be asked to leave the classroom and will not receive credit for the day.)

Friday (10/23)

Peer Response Workshop for Draft 1 of One Book Essay

HW: Brown’s “Learning From China,” and Durning’s “The Conundrum of Consumption”

Week 10:

Monday (10/26)

Discussion of Sustainability [China and Problems] and Readings

HW: Write Draft 2 of One Book Essay

Wednesday (10/28)

Conference Day

Friday (10/30)—*LAST DAY TO DROP THE COURSE*

Conference Day

HW: Read Wood's Essay Exams, Work on Poster

Week 11:

Monday (11/2)

Poster Due

In-Class Essay on Poster

Wednesday (11/4)

Discussion of *Deep Economy* (overview)

Friday (11/6)

ONE BOOK ESSAY DUE

Mini-Exercise

Discuss Final Project

HW: Berry "The Pleasures of Eating," Doug Fine "Chicken Little"

Week 12:

Monday (11/9)

Discussion of Readings

Video Clip: *Super Size Me*

Wednesday (11/11)

Exercise on Reading Analysis (TBA)

HW: Create Draft for Final Project Paper (Bring 2 copies of a 2 page draft of paper--if you do not have a draft for Friday you will be asked to leave the classroom and will not receive credit for the day.)

Friday (11/13)

Peer Review Workshop (emphasis on issue analysis)

HW: Capra "The Web of Life"

Week 13:

Monday (11/16)

Video Clip: *The 11th Hour*

Discussion/Lecture

Wednesday (11/18)

Thinking Green—The New Trend of Sustainability in Popular Culture

Discussion of Paper Proposal

HW: Work on Paper Proposal (Bring 2 copies of a 2 page draft of paper--if you do not have draft for Friday you will be asked to leave the classroom and will not receive credit for the day.)

Friday (11/20)

Peer Review Workshop (emphasis on policy proposal)

HW: Finish Final Project

Week 14:

Monday (11/23)

SYNTHESIS PROJECT DUE

In-Class Process Memo

Wednesday (11/25)

“Work Day”—No Class

Friday (11/27)

No Class

Week 15:

Monday (11/30)

Course Evals.

Student Presentations

Wednesday (12/2)

Student Presentations

Friday (12/4)

Student Presentations

Student Contract: Please Detach and Sign

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

Date: _____