

EcoComposition  
English 1301: Critical Thinking, Reading, and Writing I  
Fall 2009 Course Syllabus  
Section 047  
T/R 9:30-10:50 a.m.  
Location: TH 21

Instructor M. Lerberg  
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Office Hours: TH 11-12

**Required texts:**

*Deep Economy*, Bill McKibben  
Writer's Handbook  
Notebook

Other course readings will be sent electronically. Students are required to download and print them so they can discuss readings in class.

Students should bring all texts to *every* class.

**Course Description**

English 1301 is designed to provide an introduction to reading, critical thinking, and the process and production of academic writing. Students will engage in a variety of academic writing skills. Group work and class discussion are essential elements in the development of these skills, so coming prepared to class each day is paramount. Students in 1301 are required to do a great deal of writing, and while much of it will not receive formal grades, failure to complete the writing assignments will affect a student's ability to master the concepts necessary to fulfill the graded assignments. Students will study and practice the fundamentals of written communication, including principles of grammar, punctuation, invention, organization, and careful, analytical reading

**Course Goals**

Upon completion of this course students should be better able to analyze texts from all academic fields. Students should be better able to appreciate a variety of literary works and should be better prepared to discuss the texts they may encounter in other classrooms, and in their daily lives. These students should be better equipped to critically examine texts and to recognize that the written and visual media they encounter do not occur as isolated texts, but are expressions of a more complex dialogue that occurs within particular cultural, political, and historical contexts.

Students should also be able to demonstrate—both orally and in writing—their broader understanding of the themes, images, ideas, and forms, structures and styles of the texts they encounter.

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 and main ideas, and the author's use of rhetorical strategies and genre conventions
- 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

### **Drop Policy**

UTA instructors may not drop students for any reason. If a student fails to drop, but also fails to attend class or do homework, he/she will receive an F on his/her transcript. DO NOT LET THIS HAPPEN. Please review the UTA academic calendar for drop dates. The Fall 2009 UTA Calendar is at <http://www.uta.edu/uta/acadcal/index.php?session=20096>.

## **Computer and Email**

All students are required to have access to a computer and to the Internet. All UTA students have access to computers, the Internet and printers at the Central Library and Ransom Hall, as well as other locations on campus. Students must submit an email address that will be shared with the instructor and the class. Students will find that writing in English 1301 is enhanced through the collaborative learning process. Classmates will become a valuable resource for improving writing skills, reading and critical thinking skills and they will be enhanced as students assist each other in working through some of the creative challenges they face. Use these e-mails to communicate with one another regularly.

## **Attendance**

Attendance is a prerequisite to class participation, which is vital to students' success in this class. Students are expected to attend class regularly, to arrive punctually, and to complete all assigned work. Cell phones, pagers, PDA's and other electronic devices should be turned off before entering the classroom. The instructor may allow technology for educational purposes, such as note taking; however, if technology is used for other means, such as checking e-mail or social networking sites, the instructor will ban such devices, unless covered under the Americans with Disabilities Act. Students are allowed three absences; however, each successive absence will result in a two (2) percentage point reduction in final grade.

## **Class Participation and Classroom Policy**

Students should be prepared to discuss reading and writing assignments. A thorough understanding of reading assignments and a willingness to offer perspectives will improve classroom discussions. In addition, coming to class prepared with writings for critiques and peer reviews is essential to improving r writing skills. Discussions are meant to expand our collective understanding of specific readings. Group discussions are not a forum for personal attacks and each student is expected to respectfully participate. No late work will be accepted for daily work or peer workshop grades.

## **Assignments and Grading**

Essay 1	15%
Essay 2	25%
Essay 3	35%
In-Class Essay	10%
Peer Review Workshops (3)	3%
OneBook Responses (2)	10%
In-Class Assignments	2%

A=90+

B=80+

C=70+

F=69-

Z=A “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.

If a student receives a Z on a major project during the semester, whether or not the student revises it for a better grade, 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 a student fails to complete one of the four essay projects, he/she will fail the course, regardless of his/her overall average.

It is important to note that a Z grade has no numerical equivalent.

## Essays

Students will complete four written projects during the semester. Three of these essays must be typed, double-spaced in Times New Roman (or similarly styled) font set at 12 points with margins set at one inch on all sides. One rough draft of each of these three essays is mandatory for peer review workshops and will be turned in during class, after each peer review workshop.

These essay assignments must be turned in on the due date, prior to the start of class. These assignments must be emailed to the instructor as an attachment following the formula: LastnameEssay1.doc; LastnameEssay2.doc; LastnameEssay3.doc. The email should include the same in the Subject Line. PLEASE NOTE: Only .doc files will be accepted.

The fourth essay is a timed in-class writing project and will also be typewritten and saved as LastnameICE.doc.

Students will be given an opportunity to rewrite two of the three type written essays, *so long as essays are turned in on the due date of the project* (unless given permission by the instructor) in an effort to improve a grade if dissatisfied. However, students must request a rewrite opportunity within 48 hours and submit the revised essay within one week of receiving their graded original. A rewrite is not simply making grammar and spelling corrections as they appear marked on the initial paper. The final grade for a rewritten assignment will be the average of the rewrite and the original graded assignment. For example, if a student received 70% on his/her essay and then receive an 80% on the rewrite, the final grade will be 75%. NOTE: If a student turns in a late assignment *and has permission to rewrite his/her paper*, the average will start from the late grade, not the score before the late penalty and he/she must make significant revisions in order to receive a rewrite grade. For example, if a student turns in a late paper that

would have been an 80% but received a 60% because it was two class periods late he/she CANNOT turn it in without the instructor's permission and significant changes (i.e. more than just a few spelling or grammatical changes). That is, students CANNOT turn in a late paper for a rewrite and expect to start with the grade the paper would have received. Students must make significant revisions first.

Neither the final essay, nor the in-class essay can be rewritten.

Essays that are turned in late will be penalized 10% for each class period after the assigned due date. Exceptions will be granted only to those students with a valid medical or legal excuse (i.e. emergency room visit or court date) or *prior* permission from the instructor. Papers that have not been received on the due date prior to the start of class are considered late. For example, if an essay is due before class Tuesday, but a student turns it in anytime after class begins but before class begins Thursday he/she will receive a 10% reduction. If he/she turns it in after class Thursday but before class the following Tuesday he/she will receive a 20% reduction.

**Essay #1:** Summary/Response paper. See Assignment Guidelines. This essay should be at least 1000 words.

**Essay #2:** Synthesis paper. See Assignment Guidelines. This essay should be at least 1200 words.

**Essay #3:** OneBook paper. See Assignment Guidelines. This essay should be at least 1400 words. NOTE: This essay has specific attendance requirements. Students must attend the final peer review or the final essay will be penalized 5%, and students must meet with the instructor to discuss their paper or the final essay will be penalized an additional 5%.

**In-Class Essay:** A typed essay related to course readings from Oct. 13-27. See Assignment Guidelines.

### **OneBook Event Responses**

Students are required to attend two (2) OneBook events and then write a 750-900 word paper for each event that:

- identifies the presenter's primary arguments;
- relates the arguments to at least two course readings;
- demonstrates the significance of the presenter's arguments and the importance of the relations to the course readings;
- identify problems in the speaker's arguments, or contradictions when compared with course readings;
- and, uses formal academic prose and standard MLA conventions—including a Works Cited page;

OneBook Event Responses are due one week after the event. For example, if students attend the September 9 event their papers would be due by September 16.

The calendar is available at <http://www.uta.edu/uac/one-book/one-book-events>

Here is a copy, but check the website in case of changes!

OneBook calendar of events

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Wednesday September 9: “Three Keys to Understanding Deep Economy”, John Garrigus (Department of History), Nedderman Hall 100, 12-1 PM.

Friday September 25: “Global Climate Change and its Impact on North Texas”, Arne Winguth (Department of Earth and Environmental Sciences), Sixth Floor Library Parlor, 12-1 PM.

Wednesday September 30: Green Screen: Student Films about the Environment, Sixth Floor Library Parlor, 12-1 PM.

Wednesday October 7: UT Arlington Library Focus on the Faculty: "Sustainability and the Crisis of expertise", Jeff Howard (School of Urban and Public Affairs), Sixth Floor Library Parlor (1:00 – 1:30 reception).

Friday October 14-17: The Hermanns Lecture Series, hosted by the Department of English, presents a colloquium titled “Greening English Studies.” For more information, see Department of English website.

SPOTLIGHT EVENT! Thursday October 22: “Petroleum Free In One Year: An Afternoon With Doug Fine” Rosebud Theater, University Center, 3:30 PM.

Wednesday November 4: The Center for Mexican American Studies at UT Arlington and OneBook present: “Community Empowerment Along the U.S. Mexico Border”, Laura Treviño (Associate Regional Director, Lower Rio Grande Valley Colonias Program of the Center for Housing and Urban Development (CHUD)/ College of Architecture at Texas A&M University), Sixth Floor Library Parlor, 12-1 PM, refreshments immediately following.

*THIS EVENT IS NOT AN OPTION FOR THE ONEBOOK RESPONSE PAPERS.*

Friday November 20: “Approaches to Sustainability: A UT Arlington OneBook Poster Session”, Palo Duro Lounge, University Student Center, 9-5 PM. Announcement of awards at 12:30 PM.

Get an electronic copy of the 2009-2010 OneBook Deep Economy Study Guide! At: <http://www.uta.edu/uac/one-book/resources>

### **Peer Review Workshops**

Each essay will include a peer review workshop. Students are required to bring an electronic copy of their paper for editing on due date. Marked up PRW drafts will be submitted to instructor on PRW day following the formula: LastnameEssay1PRW.doc. No late drafts will be accepted. In order to receive credit students must attend, have a complete draft (at least 80% of the paper), and send the paper electronically with comments at the end of the period. The PRWs included as 3% of the final grade are: September 10, October 8, and November 24. The PRW on December 1 is NOT part of the 3%, rather if a student does not attend it he/she will be penalized 5% on his/her final paper.

### **Student Conferences**

Students are required to meet with the instructor and discuss their final paper during class on November 17 or 19. The requirements for the conference will be posted at least one week prior to these dates. Students MUST meet with the instructor prior to submitting the OneBook Essay (Essay #3). If a student fails to meet with the instructor, the final paper will be penalized 5%.

### **In-Class Assignments**

Students are required to complete short in class assignments periodically throughout the semester. Students must be present to receive credit.

### **Writing Center Visits**

Students should visit the Writing Center throughout the semester. A student who visits the Writing Center and writes a 300 word response s/he will receive a 2% bonus on his/her paper. This bonus will be given only once per paper. This bonus does not apply to in-class assignments, homework, or the OneBook papers. However, visiting the Writing Center is beneficial for all assignments!

The 300 word response paper should include a brief description of the issues discussed (a few sentences only) and what revisions were made after the visit and why. Students must also bring a print-out of the Tutor Note—students must request this at time of visit to Writing Center.

### **Academic Dishonesty Policy**

Completed assignments must be the student's own, and are to be prepared originally for this course. It is considered academic dishonesty to present work done by someone else and to claim it as his/hers. It is also inappropriate to hand it a paper or portions of a paper written for another class. Any borrowed information (from books, websites, and other sources) should include the correct documentation to identify it as originating elsewhere. Academic dishonesty of any type (plagiarism, cheating, preparing work for others, etc.) is unacceptable. All instances of academic dishonesty will be dealt with according to UTA policy and procedures, and a copy of questionable work along with all appropriate documentation will be sent to the office of Student Conduct to be kept on file. Instructors also reserve the right to award zeros on assignments and/or an F in the course to any student who engages in any type of academic dishonesty. 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)

### **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 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. 2-202).

*Disruptive students will not be tolerated.*

### **Student Support**

**The Writing Center:** The Writing Center, Room 411 in the Central Library, will assist students with any writing assignment while enrolled as 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 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. Students 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 students come to the Writing Center without an appointment, they 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 with any aspect of 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 grammar or rewrite assignments, but they will help students learn to solve their grammatical and organizational problems. Students are strongly encouraged to use the Writing Center.

**Students with Disabilities:** UTA, in accordance with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, wishes to provide equal opportunities to those with disabilities. If a student requires reasonable accommodations based on a disability, they must meet with the instructor within the first week of classes with appropriate documentation to arrange such accommodations.

**Student Success:** The University of Texas at Arlington supports a variety of student success programs to help students achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission 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.

**Library:** Library personnel are an invaluable resource. Students should become familiar with the building and the people in it. No matter what discipline students will need library resources in the future, so it is best to become familiar with them now.

**NOTE:** The instructor reserves the right to make necessary changes to the syllabus, course calendar, and essay prompts if needed. All students will be notified of any changes in writing.

## Course Calendar:

*All assignments are listed on the day they are due.* However, you are responsible to complete and bring all the items with Due or Bring following them, while the other items listed are what we will do in class. For example, look at the items listed on September 3. You are responsible for completing the readings and the brainstorming exercise prior to class. The other items will be completed in class. You should bring all the materials to class—this includes text(s), notes, notebook, and any assignments. Come to class prepared!

### WEEK ONE:

#### Tuesday August 25

First Day of Classes

Introductions

Introduction to the Course (Syllabus, Assignments, and Procedures)

Critical Reading, Thinking, and Writing Example

#### Thursday August 27

Reading(s) Due: “Deep Economy: Localism, Innovation and Knowing What’s What” Link:

<http://www.worldchanging.com/archives/006355.html> and “Review, *Deep Economy*” Link:

<http://sniggle.net/Experiment/index.php?entry=19Aug07>

Syllabus Quiz

Summary/Response Examples and Exercise

Introduction to Academic Writing and Making Claims

### WEEK TWO:

#### Tuesday September 1

Reading Due: *Deep Economy* Chapter 1

Introduction to Annotating Texts

Brainstorming Summary/Response Exercise

Introduction to Writing Handbooks

Writing/Revision

#### Thursday September 3

Brainstorming Due

Revision Exercise Due  
Reading(s) Due: “Ecological Literacy” and “On Human Connectedness with Nature”  
Extending Response via Other Sources Exercise  
Introduction to Using Sources and MLA Citation with Exercise

## WEEK THREE:

*Visit the Writing Center This Week! Ask for Tutor Note as Proof of Visit.*

### Tuesday September 8

Reading(s) Due: “World Scientists’ Warning to Humanity,” “The End Is Not at Hand,” “The Circle Is the Way to See,” and “A Declaration on Sustainability”  
Introduction to Organization and Transitions.

### Thursday September 10

Draft Summary/Response Due  
Introduction to Writing Workshops

## WEEK FOUR:

### Tuesday September 15

Final Summary/Response Due  
Reading(s) Due: “Organic Industry Structure” Link: <https://www.msu.edu/~howardp/organicindustry.html>,  
“National Organic Program (NOP)” Link:  
<http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELDEV3004443&acct=nopgeninfo>, and  
“Organic vs. Unorganic: Understanding the Issues” Link:  
[http://quanut.com/quanut/organic\\_food/page/organic\\_vs\\_nonorganic\\_understanding\\_the\\_issues.html](http://quanut.com/quanut/organic_food/page/organic_vs_nonorganic_understanding_the_issues.html)

### Thursday September 17

Reading(s) Due: “Behind the Organic Industrial Complex” and “The Pleasure of Eating”  
Introduction to Synthesis Papers  
Synthesis Exercise  
Invention/Idea Generation

## WEEK FIVE:

### Tuesday September 22

Reading(s) Due: *Deep Economy* Chapter 2  
Introduction to Supporting and Opposing Arguments  
Introduction to Thesis Statements and Thesis Statement Exercise

### Thursday September 24

NO CLASS  
Work on Thesis Statement, Introduction, and Outline of Supporting and/or Opposing Arguments

## WEEK SIX:

### Tuesday September 29

Bring Revised Thesis Statement, a Draft of Your Introduction, and an Outline of your Supporting and Opposing Arguments.  
Reading(s) Due: “Food: The Ultimate Resource” and “Save the Whales, Screw the Shrimp”  
Writing Workshop on Materials Above

Thursday October 1

Bring Source Material for Your Paper

Reading(s) Due: "Planting Seeds" and "Reaping Rewards"

Revisit Integrating and Citing Source Material Workshop

**WEEK SEVEN:**

*Visit the Writing Center This Week! Ask for Tutor Note as Proof of Visit.*

Tuesday October 6

Bring Two Developed Paragraphs from Your Paper

Reading(s) Due: "Provide, Provide: The Gaia Hypothesis and Global Evolution" NOTE: This reading is subject to change.

Paragraphs, Source Material, Organization and Transitions Workshop

Thursday October 8

Draft Synthesis Paper Due

**WEEK EIGHT:**

Tuesday October 13

Synthesis Paper Due

Reading(s) Due: "EcoGeek of the Week: Bill Mckibben" Link:

<http://www.ecogeek.org/component/content/article/730>, "Two Faces of American Individualism" Link:

<http://www.youtube.com/user/OneBookUTA#play/user/67199DE4575F768D/7/uhwcy9zS5k>, and

"Sustainability at UT Arlington" Link:

[http://www.youtube.com/user/OneBookUTA#play/user/67199DE4575F768D/12/wh17ujkE\\_Rk](http://www.youtube.com/user/OneBookUTA#play/user/67199DE4575F768D/12/wh17ujkE_Rk) (NOTE! If

you have problems with the last two links they can be found at YouTube under the OneBook UTA group)

Thursday October 15

Reading(s) Due: "Twilight" and "Thinking Like a Mountain"

Introduction to In-Class/Timed Writing

**WEEK NINE:**

Tuesday October 20

Reading(s) Due: *Deep Economy* Chapter 3

Practice: Reading In-Class Questions, Time Management, and Organization

Thursday October 22

Reading(s) Due: "The Conundrum of Consumption," "We Alone," and "A Word in Favor of Rootlessness"

Practice: Responding to In-Class Essay Question.

**WEEK TEN:**

Tuesday October 27

Reading(s) Due: *Deep Economy* Chapter 4

Review of In-Class Exam Material. Bring Questions!

Thursday October 29

In-Class Essay on Readings from Oct. 13-27

Last Day to Drop Classes October 30

## WEEK ELEVEN:

### Tuesday November 3

Reading(s) Due: *Deep Economy* Chapter 5 and Afterword  
Invention Exercise—Choosing a Theme  
Extending Discussion—Looking to the Future

### Thursday November 5

Reading(s) Due: “Shifting Through the Embers” and “The Ones Who Walk Away from Omelas”  
Choice and Consequence—Thinking Through Claims and Implementation

## WEEK TWELVE:

### Tuesday November 10

Reading(s) Due: “How Green is BP?,” “Are People an Environmental Pollution?,” and “Afterward: Motivation”  
Unanswered Questions—Thinking Through Other Possibilities

### Thursday November 12

Reading(s) Due: “Energy’s Future” and “Learning from China”  
Where Are We and Where Are We Going—Situating Your Claim in a Broader Discussion

## WEEK THIRTEEN:

*Visit the Writing Center This Week! Ask for Tutor Note as Proof of Visit.*

### Tuesday November 17

Thesis, Introduction, and Outline of OneBook Essay Due  
Student Conferences (In-Class)—See Conference Requirements

### Thursday November 19

Bring at Least Two Paragraphs and Draft or Detailed Outline of Your Conclusion  
Student Conferences (In-Class)—See Conference Requirements

## WEEK FOURTEEN:

### Tuesday November 24

Draft of OneBook Essay Due

### Thursday November 26

NO CLASS—Thanksgiving Holiday

## WEEK FIFTEEN:

*Visit the Writing Center This Week! Ask for Tutor Note as Proof of Visit.*

NOTE! This is one of the busiest weeks at the Writing Center. Make an Appointment or you may not receive help!!!

### Tuesday December 1

Revised Draft OneBook Essay Due

### Thursday December 3

OneBook Essay Due  
Last Day of Class!  
No Final Exam