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University of Texas @ Arlington
English 1301.063 TT: 3:30-4:50 PH 101
Office Hours: TR: 2:00-3:30 PH 414
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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 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. This semester the course will focus on the OneBook selection for 2009, Bill McKibben's *Deep Economy*. This text and your responses to it will comprise the primary context for this semester's work.

Student Learning Outcomes:

By the end of the course, students should achieve the following objectives:

Rhetorical Knowledge

- Use knowledge of the rhetorical situation 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 to examine underlying assumptions.
- Summarize, respond to, and analyze texts.
- Employ critical reading strategies to identify the claim, support, and warrants (and possibly other elements of argument) present in their own texts and in assigned texts.
- Compose texts that demonstrate cognizance of the rhetorical elements and contexts from which they emerge.
- Produce texts that are well-organized, focused, coherent and relatively free of errors.
- 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 including structure, paragraphing, 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:

Deep Economy: The Wealth of Communities and the Durable Future. Bill McKibben

They Say, I Say: The Moves That Matter in Academic Writing. Gerald Graff and Cathy Birkenstein

Grammar Handbook

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. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

Major Assignments: You will earn your grade for the semester by completing three major assignments, along with reading and writing homework assignments, quizzes, peer reviews, drafts, and in-class assignments. The breakdown for grades is as follows: Literacy Assignment 15%, Homework assignments 15%, *Deep Economy* essay 25%, *Deep Economy* project 25%, and attendance and general participation (drafts, quizzes, peer reviews) 20%. In addition to these assignments, you must attend at least one, OneBook event and produce a two page written response to that event. I will provide you with a list of these events.

Rewrite Policy: You may rewrite either one or both of the first two major assignments (literacy autobiography, *Deep Economy* essay), but you must turn in your revision within one week after graded papers are returned. You must also include the original, graded essay with your revision to receive credit. I will average the two grades.

Attendance: Regular, on-time attendance is mandatory for your success and the success of the class. I will allow only two absences the entire semester—use them wisely. Any further absences will result in a 3 point deduction (for each absence) from your final grade. School sanctioned events are an exception to this rule, but you must provide proof of your participation in these events.

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. Teaming 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.

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.

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.

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:

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. 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. In addition, the library offers "Due Drop In" sessions from 4:00-6:00 p.m., Monday through Thursday. At these times, a research librarian and a tutor from the Writing Center will be available to help you with researching, drafting and revising. These sessions are usually held in room B20 (basement of the library).

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 service or equipment, communication service or equipment, or computer equipment, software, or networks. (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202).

***The attached schedule is tentative. It can and probably will change. Changes will be announced in class, *in* advance. *It* is your responsibility to keep your syllabus updated. Homework assignments listed in the schedule do not include all the reading, writing, and responses required for daily grades. These assignments will be made in class. In addition, 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.

TENTATIVE SCHEDULE FALL 2009

Week One

8/25 Introduction to course.

Initial response to the Keywords: Sustainability, Literacy, Community.

Assignment: Read the Introduction to *Deep Economy*. Read the Preface and Introduction to *They Say, I Say*. Complete assignment #2 on page 14.

8/27 Discussion of readings---thoughts on "more" & "better."

In class read, "Don't Blame the Eater," page 139. How might this reading expand our discussion of "sustainability?"

Assignment: write a 2-page response to our discussion of keywords (sustainability, literacy, community) and describe how "more" and "better" fit into the context of that conversation.

Week Two

9/1 Read samples of response papers. Discuss "discourse communities." Discuss the elements of a "model" discourse community. More on "literacy." Group exercises.

Assignment: Read, "Hidden Intellectualism," page 142 (TS,IS). Write a two-page response in which you make connections between the reading and our discussions of "community" and "literacy."

9/3 Explanation of the "Literacy Autobiography." Group invention exercises.

Assignment: Read Chapter 9 (TS, IS), page 115. Write your 1st draft of the "literacy autobiography."

Week Three

9/8 Peer review workshops.

Assignment: Revise your drafts.

9/10 Peer review workshops.

Assignment: Final drafts of literacy autobiography are due Tuesday!

*******September 9 (Wednesday)--OneBook Event:** 12:00-1:00 Nedderman Hall 101, "Three Keys to Understanding *Deep Economy*." John Garrigus, Department of History. (If you decide to attend this event, produce a two-page response to the event within one week of this date.)

Week Four

Final drafts are due! Introduction to *Deep Economy*. Explanation and handout on *Deep Economy* essay (2nd major assignment).

Assignment: Read chapter one, pgs. 5-45 (*Deep Economy*). Write a two-page summary-response to the chapter.

Discussion of chapter one. Sampling of summary / response papers. Invention and planning activities.

Assignment: Read first half of chapter two, "Eating Locally," pages 46-70.

Week Five

9/22 Class discussion of "Eating Locally." Counterarguments.

Assignment: Finish reading Chapter two. Produce a two-page summary / response paper and at least 5 possible themes from the readings so far. Bring to class at least one article that opposes the ideas in this chapter.

9/24 Class discussion and invention & planning activities.

Assignment: Supplementary readings from reserve list.

*******September 25 (Friday) OneBook Event:** 12-1:00, 6th floor library parlor. "Global Climate Change and Its Impact on North Texas." (If you decide to attend this event, produce a two-page response to the event within one week of this date.)

Week Six

9/29 Class discussion. Inventing counterarguments.

Assignment: Read Chapter three, "All for One and One for All," pages 95-128. Two-page summary / response paper
Bring to class at least one article that supports and one article that opposes any of the ideas developed in the readings so far.

10/1 Class discussion of readings. Suggestions for supplemental readings, especially counterarguments.

Assignment: On Tuesday, bring your suggestions for supplemental readings and counterarguments.
Begin reading Chapter 4, "Wealth of Communities."

*******September 30 (Wednesday), OneBook Event:** 12-1:00, 6th floor library parlor. "Green Screen: Student Films about the Environment." (If you decide to attend this event, produce a two-page response to the event within one week of this date.)

Week Seven

10/6 Survey of supplemental sources and counterarguments. Begin discussing Chapter 4.

Assignment: Finish reading Chapter 4. Two-page summary response paper.

Bring to class at least one article that supports and one article that opposes any of the ideas developed in the readings so far.

10/8 Class discussion of Chapter 4. Read sample response papers. Group invention activities.

Assignment: Begin reading Chapter 5, "Durable Future," pages 177-198.

******October 14-17, OneBook Event:** The Hermanns Lecture Series, hosted by the English Dept., presents a colloquium on "Greening English Studies." For more info, see the English Department website. (If you decide to attend this event, produce a two-page response to the event within one week of this date.)

Week Eight

10/13 Discussion of readings. Review process sheets 1 & 2.

Assignment: Read pages 198-232 (rest of Chapter 5 & Afterword). Complete process sheets 1 & 2.

Bring to class at least one article that supports and one article that opposes any of the ideas developed in the readings so far.

10/15 Review work on process sheets. What is "textual evidence" and how do I use it? Begin work on Process sheet 3.

Assignment: In *They Say, I Say*, read Part One—"They Say"—all 3 sections, pages 15-47.

Week Nine

10/20 **Library: "Finding Scholarly Sources." (Rm B20)**

Assignment: **Complete process sheet three.** Read Part Two in *They Say, I Say*, sections 4 & 5 (pages 49-73).

10/22 Review process sheet three. Assessment of library session. Invention, planning & drafting the *Deep Economy* essay. MLA documentation.

Assignment: Read Part Two in *They Say, I Say*, sections 6 & 7. (pages 74-98)

******October 22 (Thursday) OneBook Event:** 3:30, Rosebud Theater in the U.C. SPOTLIGHT EVENT! "Petroleum Free in One Year: An Afternoon with Doug Fine." (If you decide to attend this event, produce a two-page response to the event within one week of this date.)

Week Ten

10/27 **Library: "Research / Writing Workshop." (Rm B20)**

Assignment: Read Part Three in *They Say, I Say*, "Putting It ALL Together," sections 8 & 10 (pages 101-114 & 123-132).

Produce 1st draft of *Deep Economy* essay, due Thursday.

10/29 Drafting and peer review workshops!

Week Eleven

11/3 Drafting and peer review workshops! MLA documentation.

Assignment: Produce 2nd drafts, due Thursday!

11/5 Drafting and peer review workshops! **Final versions of *Deep Economy* essay are due Tuesday!**

*******November 4 (Wednesday), OneBook Event:** 12-1:00, 6th floor library parlor, The Center for Mexican / American Studies presents, "Community Empowerment Along the U.S. / Mexico Border." (If you decide to attend this event, produce a two-page response to the event within one week of this date.)

Week Twelve

0 **Final essays due!** Explanation and handout on final writing assignment. **Library session (part one) Video Workshop. RM B20.**

11/12 **Library session (part two) Video Workshop. RM B20.**

Assignment: First draft of final project due Tuesday!

Week Thirteen

11/17 Peer Review. Second drafts are due Thursday.

11/19 Drafting workshop and peer review.

*******November 20th (Friday) OneBook Event:** 9-5, Palo Duro Lounge, U.C., "Approach to Sustainability" Poster Project!

Week Fourteen

11/24 Drafting workshop and peer review.

11/26 **Thanksgiving Holiday!**

Week Fifteen

12/1 Presentations and submissions of final projects.

12/3 Presentations and submissions of final projects. **Last day of class! Final projects are due!**