

Course Syllabus for ENGL 1301: “Economy of Words”

Fall 2009 Section 022
 Room TBA
 MWF 10:00–10:50 A.M.

Contact Information

Mrs. Pueppke pueppke@uta.edu

Office Availability

Carlisle 610 MWF 11:00–11:50 A.M.

Course Description: Critical Thinking, Reading, and Writing Exposition

ENGL 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 expository texts. Expository writing is a combination of informative and argumentative writing, by which you will show both your understanding of texts we have read and your own thoughts about the issues surrounding them.

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 Thinking, Reading, 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 an 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 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

Hacker, Diana. *A Writer’s Reference*. 6th ed. Boston: Bedford/St. Martin’s, 2007. Although I may not

assign readings from this book, you are expected to become familiar with its content, which covers the writing process, style, word choice, grammar, conventions, and MLA format.

Kirsznner, Laurie G., and Stephen Maundrell. *The Blair Reader: Exploring Contemporary Issues*. 6th ed. Upper Saddle River, NJ: Pearson, 2007.

McKibben, Bill. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Holt, 2007. This non-fiction work is the OneBook for 2009–10, and Bill McKibben will visit the campus in the spring. Events around campus will center on this book’s discussion of sustainability, and your other assigned readings will relate to its chapters.

Zinsser, William. *On Writing Well*. 30th ed. New York: Harper Collins, 2006. My favorite! The author is passionate about language, and this book exposed my writing habits that were “fluffy,” confusing, and too informal for academic discourse. Take his words with a grain of salt, though. He’ll teach you to choose words that add to your meaning, but sometimes if you want a fun, casual voice in your writing, you may want to include words he considers “clutter.”

Ancillary Reading

Burch, C. Beth. *A Writer’s Grammar*. Chicago: Longman, 2002. Full of grammar exercises such as imitating professional writers’ prose. The back of the book includes a section on each punctuation mark and on many rhetorical devices and their effects on the reader.

Hickey, Dona J. *Developing a Written Voice*. Mountain View, CA: Mayfield, 1992. Based on imitation of various levels of formality. Learn to capture the musicality of the voice and play with colloquial, academic, and formal voices.

Morenberg, Max. *Doing Grammar*. 3rd ed. Oxford: Oxford UP, 2002. Great refresher! (The last time I had studied grammar was in the seventh grade, and this book told me how sentences are put together.) After reading this book, I better understood how the beginnings of the sentences I write set up the endings, how to give variety to my sentences, and how different syntax patterns affect the reader.

Strunk, William, and E. B. White. *The Elements of Style*. 50th ed. New York: Longman, 2008. I’ve never read this one, but my husband tells me it’s a classic. He used to give free copies to his tech writing students.

Truss, Lynne. *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham, 2006. Funny. The author reminds us why punctuation has proven useful and how we can keep it consistent.

Williams, Joseph M. *Style: Lessons in Clarity and Grace*. 9th ed. Chicago: Longman, 2006. I picked this up one semester to read the section on global organization. The book covers much more than that, but this is especially good if you want to learn how to see the “big picture” of those longer papers you’ll be writing.

Assignments and the Grading System

Keep all assignments until I post your final grade online at the end of the semester. Here are the values of your assignments:

- Process: Peer reviews, conferences, Writing Center visits 10%
- Participation: Summary responses, class discussion, OneBook events 10%
- Goals: Improvement on goals established with instructor 5%

- Project #1: Literacy autobiography 20%
- Project #2: Synthesis essay 25%
- Project #3: Argument essay 30%

Process When we have peer review, you must attend class, bring a full-length draft, and review two other papers to receive full credit. Bring two copies of your own draft; you can print these double-sided to save paper. I will provide questions to guide the peer review, you will have the chance to write on your peer's papers, and you will need to write a peer review letter responding to the questions in paragraph form before the next class. Teacher conferences are similar, except you will only need to bring one draft and be prepared to share your concerns about the paper and the course. At least once at the beginning of the semester, I will also require that you visit the Writing Center for help on a draft. As a tutor in the Writing Center, I know the kind of help we can provide as you plan and revise your writing for any class, not just English.

OneBook This semester, you are required to attend at least one OneBook event and write a two-page reflection responding to questions I will provide within the first few weeks of class. The OneBook committee has planned these events to build community across campus and to enhance your learning experience. These events are your chance to engage in interdisciplinary conversations with professionals and students in other fields of study.

Discussion I expect you to read before class and have your writing assignments ready. When writing assignments are due, I expect you to bring them—they will most always be part of class activities for that day. Without them, you cannot fully participate, and your classmates will miss the opportunity to learn from your ideas and work. Finally, as you contribute to class discussions and peer reviews, you will have the chance to ask questions, challenge ideas, and help your classmates become better writers and thinkers. Even if you see a weakness or disagree with an idea, I expect you to respect others in the class. Please, consider the impact of what you say before you say it. Also, turn off and put away all cell phones, iPods, laptops, MP3 players, and other electronic devices unless I give you permission during class to use these. (Electronic translators are okay.) I may also give reading quizzes or writing prompts to prepare us for the class discussion, during which I will note who is contributing and listening.

Summary-Responses For some readings, you will be asked to write summary-responses, which require you to (1) write the main message of the reading in two or three sentences and (2) weave together ideas from your reading of the text with other texts, knowledge, or your experiences. Compare and contrast. Extend or combine definitions of key words. Link causes and effects. Ask yourself how the reading changes or reinforces your own view. Even if a summary-response is not required, know that such writing may help you remember and internalize what you read. You can skip two summary-responses.

Goal Sheet Part of your final grade will depend on whether you improve upon the goals we set together during our conferences. Not only will I provide comments on your drafts to help you become a stronger writer long-term, but also you will need to write a written reflection at the end of the semester about how well you have met your specific goals.

Projects

For the literacy autobiography, synthesis essay, and argument essay, you will need to participate in peer reviews and teacher conferences for full credit. Please, type your papers in Word 2003 (.doc) according to MLA guidelines, using 12-point Times New Roman font, double-spaced with 1-inch margins on all sides. I will provide a rubric with more specific instructions when we begin each unit. While you may rewrite the first two projects for an averaged grade, you will not be able to rewrite the final project. When you turn in these projects, you must include all pre-writings, drafts, comments, and peer reviews with the final draft in a two-pocket, paper folder. The final draft will be in the right pocket, with the other materials in the left. I may also request an electronic copy and/or your written permission to use your paper as an example in another class. Each project should be four to six pages long. Also, please remember that a four-page minimum means writing all the way down to the last line on that fourth page—*at least*. I am strict about the late policy for these projects.

Rewrite Policy

This semester, you will be allowed to rewrite your literacy autobiography and synthesis essay if your grade is below an A. If you choose to rewrite, you must first converse with me about the comments I have provided on your paper. I will grade your rewrite and average this grade with your original one. For a higher grade, you must truly revise your paper, which means reconsidering your ideas, moving paragraphs around, and dealing with other paper-wide issues that redirect or better communicate your meaning, not only changing or deleting words. Rewrites are due one week after I return your original paper, and you need to include your rubric and all the writing materials you turned in with the original draft.

Grading Policy

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 is not necessarily based upon a number average. The Z grade is intended to reward students for good effort. While students who do receive a Z will not get credit for the course, the Z grade will not affect their grade point average (GPA). 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. You must complete all three projects to pass the course.

A greatly exceeds expectations
90 – 100%

B goes beyond expectations
80–89%

C meets expectations
70–79%

Attendance Policy

To meet the student learning outcomes for this course, you need to come to class. ENGL 1301 is not primarily a lecture course, and most of our time will be spent discussing readings and the writing process, reviewing each other's work, and—of course—writing. Because of this, after three absences, each absence will cause your numeric average to drop 5 points. If you know that you must be absent, plan for this to be one of the three absences, turn in your work early, and before you are absent, ask me what you can do to make up class activities for that day. If an emergency arises, please discuss this with me as soon as possible. If you are late more than ten minutes, I will count you absent; however, even then please come to class so that you will not lose more points by missing the class activities.

Late Assignments Policy

Assignments are due at the beginning of class on the due date. If I require an electronic copy, these are due before midnight on that day. If you know beforehand that you must be absent from class on a day an assignment is due, turn in the assignment early via email, or have someone bring your paper to me by the time class starts. If you cannot complete an assignment and turn it in on time, you need my approval beforehand. Otherwise, the grades for all late assignments will drop by 10% per day.

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” (Regent’s 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 me.

E-Culture Policy

All students are required to have access to the internet for communication with instructors and classmates and participation in some assignments. The University of Texas at Arlington has issued all students a free, secure email address via MyMav, where they can also register for classes, pay bills for school, check on grades, and prepare for graduation online. You may find information about using your school email account at <http://www.uta.edu/email>. Computers and printers are also available to students in the Central Library, Ransom Hall, and at other locations across campus.

The Writing Center

The Writing Center, room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at the University of Texas at Arlington. The Writing Center’s hours are

- 9 AM to 7 PM, Monday through Thursday.
- 9 AM to 4 PM, Friday.
- 2 PM to 6 PM, Saturday and Sunday.

You may schedule appointments online by following directions available at <http://www.rich37.com/uta>, 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. The Writing Center’s 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.

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. These programs 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.

Disability 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 <http://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.

Withdrawal 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 your major is undeclared).

- Sept. 9 Last day to withdraw without a “W” on your transcript
- Oct. 30 Last day to withdraw

Calendar: “Economy of Words”

I have made this calendar as accurately as possible to help you prepare for the semester ahead. If we need to update this, I will inform you via email and in class.

Date	Readings/Assignments Due	Class Activity
Unit I: Economy of Words		
Week 1 – Introducing the course		
Aug. 24	Obtain books	Introduction to the course: “Economy of Words” Organizing work for this class
Aug. 26	Signed syllabus contract (bring) Completed survey (email to me)	Discuss literacy and community
Aug. 28	<i>Blair</i> : Tan “Mother Tongue,” Rodriguez “Aria”	Diagnostic essay
Week 2 – Discussing the recursive writing process		
Aug. 31	<i>Blair</i> : Nilsen “Sexism in English”	Assign summary-responses Writing process activity
Sept. 2	<i>Blair</i> : Douglass “Learning to Read and Write” Summary-response #1	Discuss narrative dynamics

Sept. 4	Zinsser: “The Transaction,” “Writing about Yourself”	Assign literacy autobiography
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Week 3 – Assigning the literacy autobiography

Sept. 7	Email top three ideas for literacy autobiography	No school
Sept. 9	<i>Blair</i> : Eighner “On Dumpster Diving” Summary-response #2	Discuss voice and extend “literacy” Begin invention exercises
Sept. 11	Zinsser: “Unity,” “Lead and Ending” Invention exercises	Critique sample literacy autobiography Discuss revision

Week 4 – Revising the literacy autobiography

Sept. 14	Drafts of literacy autobiography	Peer review
Sept. 16	Peer review letters Zinsser: “Style,” “Audience”	Discuss editing
Sept. 18	Literacy autobiography <i>DE</i> : Introduction	Discuss sustainability Assign synthesis essay

Unit II: Sustainability and Synthesis

Week 5 – Synthesizing readings

Sept. 21	<i>DE</i> : “After Growth”	Discuss reading
Sept. 23	Packet: TBA Summary-response #4	Synthesize readings Begin synthesis exercise
Sept. 25	Zinsser: “Simplicity,” “Clutter” Synthesis exercise	Academic Integrity 101

Week 6 – Evaluating data

Sept. 28	<i>DE</i> : “Eating Locally”	Discuss reading
Sept. 30	Packet: TBA Summary-response #5	Synthesize readings Evaluating data
Oct. 2	Zinsser: “Bits and Pieces” Data exercise Bring <i>Reference</i> to class	MLA format

Week 7 – Developing synthesis essay

Oct. 5	<i>DE</i> : “All for One,” “Wealth of Communities” Email issue proposal for synthesis essay	Discuss readings
Oct. 7	Packet: TBA Summary-response #6	Synthesize readings
Oct. 9	Zinsser: “Words,” “Usage”	Critique sample synthesis essay

Week 8 – Incorporating quotations

Oct. 12	<i>DE</i> : “Durable Future” Summary-response #7	Discuss reading
Oct. 14	Zinsser: “The Tyranny of the Final Product”	Quoting what “They Say”
Oct. 16	Drafts of synthesis essay	Peer review

Week 9 – Revising synthesis essay

Oct. 19	Peer review letters	Distinguishing what “I Say”
Oct. 21	<i>Work on synthesis essay...</i>	Workshop transitions
Oct. 23	Synthesis essay	Assign argument essay Begin developing thesis

Unit III: Sustainability and the Rhetorical Stance

Week 10 – Arguing for a specific audience

Oct. 26	Email thesis for argument essay	Discuss the rhetorical stance Workshop thesis
Oct. 28	<i>Plan for argument essay...</i>	Assign abstracts Analyze sample abstracts and intros.
Oct. 30	Research questions	Library: Finding Scholarly Sources

Week 11 – Researching for the argument essay

Nov. 2	Abstract for argument essay	Discuss abstracts in groups
Nov. 4	<i>Work on argument essay...</i>	Library: Creating, Finding, and Using Data
Nov. 6	Half-length draft	Discuss half-length drafts in groups

Collect data if needed

Week 12 – Revising the argument essay

Nov. 9	<i>Work on argument essay...</i>	Critique sample argument essay Workshop organization
Nov. 11	Drafts of argument essay	Peer review
Nov. 13	Peer review letters	English 1301 Q&A

Week 13 – Conferencing on the argument essay

Nov. 16	Draft of argument essay	Teacher conferences
Nov. 18	Draft of argument essay	Teacher conferences
Nov. 20	Draft of argument essay	Teacher conferences

Week 14 – Wrapping up the semester

Nov. 23	<i>Work on argument essay...</i>	Evaluations Assign poster presentations
Nov. 25	<i>Work on argument essay and poster presentation...</i>	No class meeting
Nov. 27	N/A	No school

Week 15 – Poster presentations

Nov. 30	Poster presentation	Poster presentations
Dec. 2	<i>Complete assignments...</i>	Poster presentations
Dec. 4	Argument essay	Last day of class Poster presentations