

Fall 2009 - English 1301: Exposition: Reading, Writing and Critical Thinking  
*Creating Critical Thinking through Reading, Discourse, and Writing*

Instructor: Thomas Rhea

Course Information: **Section 013:** M, W & F: 9:00-9:50 a.m. **Section 027:** M, W, & F: 11:00-11:50 a.m.

Course Location: **Section 013:** COBA 138 **Section 027:** COBA 140

Office/Hours: M, W, & F 1:00 – 2:00 p.m. (see Open Door Policy below).

Email: [tgrhea@uta.edu](mailto:tgrhea@uta.edu)

Phone: (Messages Only) 817-272-2692

**Required Texts:**

Deep Economy (OneBook) by Bill McKibben

They Say/I Say by Graff and Birkenstein

UTA Writing Handbook. 6<sup>th</sup> Edition (**With 2009 MLA Update**)

ReReading America. 7<sup>th</sup> Edition. Colombo, Cullen and Lisle

**Course Description**

English 1301 is an integrated course in critical thinking, reading and writing. Because these three processes are mutually dependent, we will spend time in the course reading and analyzing texts, as well as writing them. The type of formal writing we will do in this course is generally known as expository writing, which is a combination of informative and argumentative writing. In this type of writing, you will show both your understanding of texts we have read and your own thoughts about the issues they discuss.

**Learning Outcomes**

By the end of 1301, students should be able to demonstrate academic proficiency in the following areas and skills:

*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 another'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

**Description of Major Assignments:** Each 1301 student will be required to complete four essays (three out of class, one in class): the Discourse Memoir (personal), the OneBook Essay (synthesis), and the Reader Response essay (critical/interpretative). In addition to the OneBook essay, students attend multiple campus events, and they will work in small groups in and out of class to complete a graded poster project that will also be submitted to a campus-wide competition. The in-class essay requires students to write 2-3 pages explaining and justifying their group's visual argument. Additionally, students create Reading Logs, perform in-class free-writing exercises, read assigned articles, participate in group activities and peer reviews, and attend class. Discourse cannot occur in the academic world without attendance and participation; consequently, being in class on-time represents a major assignment (see Attendance/Tardy Policy below).

**Assessment Criteria:** Your final grade for this course is based on a 1000 point scale, which is calculated in the following manner.

- |  |  |
|--|--|
| • Essay One – Discourse Memoir         | 150 points (15%)                                 |
| • Essay Two – OneBook Essay            | 200 points (20%)                                 |
| • OneBook Poster Group Project         | 100 points (10%)                                 |
| • Essay Three (In-Class)               | 100 points (10%)                                 |
| • Essay Four – Synthesis Essay         | 250 points (25%)                                 |
| • Reading Logs/Outside Lectures        | 100 points (10% - See Extra Credit Policy below) |
| • Participation (Attendance Mandatory) | 100 points (10%)                                 |

**Grading Policy:** Grades in First-Year Composition 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 negatively affects GPA and goes to failing students who do not attend class regularly, do not participate actively, commit egregious academic dishonesty, or do not complete assigned work. A, B, and C grades are awarded based on total points earned with 900-1000 earning an A, 800-900 receiving a B, and 700-800 getting a C.

**Essay Projects:** Students enrolled in English 1301 will complete three out-of-class essays during this semester. These essays must be typed, double-spaced, with 1" margins on all sides, and in 12 point Times New Roman font. All papers will be formatted and parenthetically cited in accordance with the MLA standards (2009) with a works cited page as required. Since writing is a process of not only initial creation but also *revisioning and editing*, all essays (except the in-class assignment) require at least one draft. Drafts may be reviewed by the instructor, your peers in your section or another, or both. Refer to the Electronic Submittal Policy below for details on deadlines and delivery expectations. While all essay drafts and final papers are delivered electronically, to receive full credit students must submit all invention notes, peer feedback, and any printed and marked-up drafts along with each final essay in a single bound package (cardboard folders work well but binder clips are acceptable).

1. **The Discourse Memoir:** Students write a 4-6 page personal memoir describing a discourse community to which they belong, or perhaps tried to enter, but did not succeed. The first draft of this essay is due **Wednesday September 2<sup>nd</sup>** for instructor review and comments. The second draft is due **Wednesday, September 9<sup>th</sup>** for in-class peer review. The final essay is **due Monday, September 14<sup>th</sup>**.
2. **OneBook Essay:** Students write a major synthesis/critical essay in which they argue a specific thesis and support the argument with logic, reasoning, and outside sources. The rhetorical and writing skills students are learning throughout the first half of the semester will be synthesized into a coherent argument that clearly answers the questions, "So what?" and "Who cares?"

Students will submit an essay proposal with thesis statement on **Friday, October 16<sup>th</sup>**. The first draft is due **Wednesday, October 21<sup>st</sup>**, and the second draft is due **Wednesday, October 28<sup>th</sup>** for in-class peer review. The final paper is due **Monday, November 2<sup>nd</sup>**.

3. **In Class Essay:** This assignment requires students to explain the visual argument created during their OneBook Poster project. Students will write an in-class essay that includes the following criteria: the invention process used during creation of the project; highlights and explains the selection/choice of any specific resources used in creating the poster and how these sources compared with contradictory research; explains how the argument supports the theme of sustainability and clearly articulates their position; and how the images, diagrams, and text lead viewers toward the desired rhetorical conclusion. This essay will be written in-class on **Monday, November 16<sup>th</sup>**, the same day the OneBook Poster Project is due.
  
4. **Synthesis Essay:** This open-ended essay asks students to synthesize their ideas about several texts from Rereading America assigned throughout the semester. Students write a 5-7 page response to two or more of the articles read. Students may draw upon reading logs, class notes and discussion, as well as outside sources to develop and support their position. As with all assignments, students adhere to MLA citation and formatting guidelines. This essay may be written about any of the themes in the readings for the semester (except the theme explored in the OneBook Essay). The first draft is due **Monday, November 23<sup>rd</sup>**. The second draft is due for peer review on **Monday, November 30<sup>th</sup>**. The final essay is due **Friday, December 4<sup>th</sup>**.

This assignment requires the students attend a writing conference and meet with the instructor at the beginning of the writing process. The assignment requires students to provide summary and interpretation of specific readings and synthesize their own perspective in light of the oppositional perspective provided in the readings.

### Additional Requirements

1. **OneBook Poster Project:** English 1301 students will participate in the campus-wide poster project that constructs a visual argument out of one or more theme in Deep Economy. Students will work in groups of three to four, and the groups have the freedom to explore any area of interest. Visual arguments may be either in favor of the theme or refute a proposition. Groups generate creativity and demonstrate cooperation; meanwhile, the individual in-class essay evaluates each individual's contribution.
  
2. **Participation:** Participation is evaluated in three ways, and each of these categories is weighted at approximately 1 point per day of course. :
  - a. **Attendance and Punctuality:** Failure to arrive on-time and attend class will impact your final grade. Participation represents 10% of your grade, but many other assignments will be given only during class. If you are not in class and on-time, you may not be successful in completing reading logs, group learning activities, peer reviews, or even essay assignments. See Attendance Policy below for specific penalties.
  
  - b. **Discussion:** If you are not present in class, you cannot participate in the discussion. If you have not read the assigned material, you may not be able to contribute to the discussion in meaningful ways. If you do not participate in the discussion, you will not receive credit. This does not mean that you must speak every day or on every issue; however, if you do not participate at all, I cannot give your credit for discussion. If you are not comfortable speaking with your classmates and expressing your views, you may want to consider another section.

For those students that are concerned about discussing their ideas in public, many of the discussions will be focused on particular reading logs. I encourage students to read directly from

the reading logs, pose the questions they asked about the reading to the rest of the class, or share their reflections from their logs that are pertinent to the discussion in progress. Repetitive failure to contribute meaningfully to the discussion or respond attentively when questioned by the instructor will result in a deduction of 1 point per day.

- c. **In-Class and Out-of-Class Activities including Group Activities, Buddy Cooperation, Peer Reviews, Library Sessions, and Student-Teacher Conferences:** Students are required to attend and actively participate in a wide variety of in-class and out-of-class activities, lessons, and events. Students also assist their peers reading and providing feedback on other students' writing. Failure to be in attendance (both mentally and physically) and participation in these in-class and out-of-class events will result in a 1 point deduction per day.

**Buddy System/Peer Review:** In SCUBA diving we have a saying, "No One Ever Dives Alone," and in writing no one ever writes alone. While diving underwater, the team ("dive buddies") works together to locate new and interesting fish, corals, reptiles, and other life in the underwater world. Your dive buddy is also right next to you encouraging and supporting you if you have trouble. The buddy system metaphor equally applies to writing. All writers (including me) have buddies that review, comment, and criticize our writing to help expand our thoughts and create better finished products. In order to foster and encourage the buddy system in the classroom community, on the first day you will exchange information with a random person in the class and this will become your class buddy for the semester.

**IMPORTANT: Your Buddy is your contact when you miss class. Do not ask me about missed assignments due to absences. If your Buddy drops the course or becomes unresponsive to your requests for assistance, let me know and I will address the problem.**

Depending on the assignment, peer reviews will be done by the instructor and your buddy, or buddy pairs may be combined to form "dive parties" and explore each other's written worlds together. A worksheet will be provided for each peer review, and each student in the group will provide useful, positive, and constructive criticism that focuses on content, organization, argument, and audience rather than grammar or punctuation.

Students will submit paper copies of all peer and instructor feedback worksheets with their final essay for each assignment. These worksheets will be delivered to the professor on the day the final essay is due. Final essay submittals that do not include peer and instructor feedback will be subject to a **5% reduction** on the assignment grade. No Late feedbacks will be accepted.

3. **Reading Logs:** Reading logs are individual responses to assigned readings constructed by students. Reading logs are typed and the title of the log contains the article information cited in MLA format. Each log is graded on a three point scale: 10, 5, and 0. Students must complete all assigned sections of the reading log in order to qualify for maximum credit.

Twelve reading logs appear on the syllabus; however, students must complete only 9 (plus Hermann lecture) to qualify (potentially) for the maximum of 100 points. If the student chooses to complete all 12 logs, an additional 10, 5, or 0 points will be assigned for each additional log providing a possible 30 additional points. Reading logs are submitted in accordance with the Electronic Submittal Policy below.

Additionally, 1301 students are required to attend one of the Hermann Lectures in mid-October and complete a lecture response/summary paper. This paper should be no more than two pages in standard MLA format.

**Attendance/Tardy Policy:** Your attendance and participation in the classroom discourse is critical to both your peers and your academic success. Since I believe strongly in your presence in the classroom, I would rather have you arrive late than not come at all. **However, do not push my leniency.** Habitual tardiness and lack of attendance displays irresponsibility, unprofessionalism, and immaturity, and repeat offenses will significantly impact your participation, and potentially, your final grade for the day and course. Attendance is taken in the first five minutes of class. If you arrive late, it is your responsibility to contact the instructor **after class** to ensure that your attendance is recorded for the day. You will be marked tardy if you contact the instructor after class; otherwise, you will be marked absent.

Excessive (over five) absences will result in a full letter grade being deducted from your final course grade. Absences in excess of nine (on your tenth absence) results in a failing grade for the course. Excessive tardiness (over ten) will result in a full letter grade being deducted from your final course grade. Students with over fifteen occurrences of tardiness receive a failing grade for the course.

I do not differentiate between excused and unexcused absences unless, per university policy, the absence results from another university obligation or a severe and documented (through student affairs) medical condition. Students with outside university requirements (e.g., athletics) are required to provide the necessary excused absence form from the sponsoring department. The instructor requires students with officially excused absences to perform make-up work equivalent to the missed class time.

**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.

Students enrolled in English 1301 also must access Mavspace (<http://mavspace.uta.edu>) in order to obtain critical course readings, and they may be required to review other Internet resources as assigned by the instructor throughout the course.

**MavSpace:** The Course Syllabus is available on MavSpace, and students must print and sign the last page of the syllabus to be enrolled successfully in 1301 English. Additionally, Students should download all readings assigned and uploaded to the 1301 English Mavspace website ([http://mavspace.uta.edu/personal/tgrhea/1301\\_Fall/](http://mavspace.uta.edu/personal/tgrhea/1301_Fall/)) directory. Students must either print or bring electronic copies of the articles to class with you on the day the readings are required.

Remember Internet connections are not allowed during class, so download all documents locally before class.

**Electronic Submittal Policy:** In the spirit of the E-Culture and *being green*, students submit electronic versions of all reading logs, essay drafts, and final papers. Papers will be attached to an email in Microsoft Word format (.doc or .docx). Documents should be named as follows: Section\_LastName\_Log#/Paper#\_Draft#/Final.doc/x (e.g., “013\_Rhea\_Log2.docx,” or “027\_Rhea\_Paper2\_Draft2.doc,” or “013\_Rhea\_Paper1\_Final.docx”).

Assignments are to be delivered electronically to the instructor’s email address **no later than 1 hour before class begins**. I will respond to you when I receive the assignment and successfully opened the attached file. If for any reason you do not receive an electronic acknowledgement of receipt or there was a problem with the attachment, you are expected to bring an electronic copy on a flash drive or CD Rom **five minutes before class begins**. Any paper that is not received in accordance with these guidelines becomes subject to the Late Work Policy below.

**Late Work Policy:** While I understand the extreme time constraints from which students suffer, any major assignment that is not submitted according to the Electronic Submittal Policy above will receive a 5% reduction for the first calendar day beginning at the beginning of class. Per the submittal policy, **no excuses exist for failing to attach documents.** After the due date, late assignments will be reduced 10% per class day. This means that if an assignment is due on Friday and you submit it electronically on Saturday or Sunday, it will be automatically reduced 5%. If I do not receive it by Monday before class begins, the grade will be decreased an additional 10%. By Wednesday, the overall grade will be reduced by 25%. **Note: Late reading logs and other daily assignments will not be accepted.**

**Revision Policy:** You are entitled to revise the first and second essays only. No revisions will be accepted without first participating in a conference with the instructor. Requests for re-writes must be submitted electronically within five calendar days after I return of the original paper, and revisions are due within ten calendar days. Revisions requests will not be accepted on essays that are turned in late. The revision grade will be averaged with the original grade in order to determine the final grade. Only one revision per paper may be submitted.

**Extra Credit Policy:** I do not offer extra credit; however, students may complete an additional three reading logs/lecture assignments for a total of 13 rather than 10. In order to be eligible for a possible additional thirty points, all readings logs/lecture responses must be completed and turned in on-time.

**Open Door Policy:** I am usually on-campus every weekday except Tuesday. If you are in need of assistance or want to discuss something, please feel free to stop by my office. If the door is open, please feel free to ask if I can take some time to speak with you. I may have other obligations that prevent me from meeting with you at that moment, but I will make every effort to accommodate your schedule within the limits of mine. Do not be offended if I ask you to return later.

**Cell Phone/MP3 Player/Laptop Policy:** The use of cell phones during class is unacceptable. No texting, tweeting, or talking on the phone. **Turn all phones OFF (not silent) before class.** If you have special circumstances (e.g., a child or other critical obligations) please discuss the situation with me directly. MP3 players may be used during in class writing only; however, the volume must be set low enough as to not disturb your peers (or the instructor). I reserve the right to discontinue the use of MP3 players should volume or use become problematic or negatively impacts your writing or focus. Laptops may be used in class; however, connections to the Internet are not acceptable. Students are expected to disconnect from the Internet/Intranet (**turn off the wireless connection**) before class begins. If you have questions on how to disable the wireless connection, contact me directly. Failure to comply with the No Wireless Network aspect of this policy may result in removal of the student's in-class laptop privilege and a forced return to the stone age of paper and pencil. Additionally, power cords may present a safety hazard to both your peers and your laptop, so please ensure that your battery is charged before class.

**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).

- September 9, 2009 is the last day to withdraw without a "W" on your transcript
- October 30 is the last day to withdraw

**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 and assignments. I reserve the right to make such changes as they become necessary. Minor changes will be announced during class and sent to each registered student via email. If major changes become necessary, I will send an updated syllabus/calendar to each student via email.

**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 your instructor.

**The Writing Center:** The Writing Center, room 114 in the Central Library, offers tutoring for any writing you are assigned while a student at UT Arlington. During Fall 2009, 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.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. 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 become a better editor of your own writing. I encourage each of you to use the Writing Center.

**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.

## Course Calendar

### Week One (8/24 – 8/28):

- Monday – Course Introduction: What is SCUBA? Academy/Education? What is a Reading Log?  
Read: Rhea's "Syllabus," Moore's "Idiot Nation" [R. A. or on-line].
- Wednesday – What is Community? Discourse community?  
**Assignment #1:** Discourse Community Memoir paper  
Read: Gatto's "Against School" [R. A. or on-line].
- Friday – Students complete a *Non-Graded* essay based on the assigned readings and the topics presented during the previous days.  
**Due:** Reading Log #1 and *all* required textbooks purchased  
Read: Eigner's "On Dumpster Diving" [on-line]; Olds "From Seven Floors Up" [R. A.] and TSIS Preface and Introduction

### Week Two (8/31 – 9/4):

- Monday – **Due:** Reading Log #2  
Return positive feedback with minor suggestions based on non-graded essay.  
Discuss Disc. Comm. in light of readings and remind students the first draft is due Friday.  
Practice invention strategies for the Disc. Comm. Mem.  
Read: Malcolm X, "Learning to Read" [R. A.]; Morales, "Child of the Americas" [R. A.]
- Wednesday – **Due:** Draft #1 of Disc. Comm. Mem.  
Discuss the unique communities represented in each of the readings.  
Read: TSIS Chapters 1, 2, and 9.
- Friday - **Due:** Reading Log #3  
Return Draft #1 of Disc. Comm. Mem. with comments by instructor.  
In-Class Writing based on feedback (reserve computer classroom and arrange for writing center tutor).

### Week Three (9/7 – 9/11):

- Monday – Labor Day – No Class
- Wednesday – **Census Date**  
**Due:** Draft #2  
Peer Review (if possible bring in the same writing center tutor)
- Friday – Academic Integrity 101 – **Meet in Central Library Room B20 (Basement)**

### Week Four (9/14 – 9/18):

- Monday – **Due:** Discourse Community Memoir Final Paper  
Introduction to Deep Economy: The Wealth of Communities and the Durable Future  
Assign Deep Economy essay and poster project  
Read: Pages 1 – 45 (Introduction and Chapter 1); Smith, "On the Natural Progress of Opulence";
- Wednesday - Discuss Sustainability and review questions about assignments  
Read: "After Growth"; Hawken, "A Read: Declaration on Sustainability"; Capra, excerpt from *The Web of Life*; Behreandt, "Energy's Future."
- Friday - **Due:** Reading Log #4  
Guest Speaker: Ted Enos, President, Certrec Corporation speaks on Oil, Electrical, and Nuclear: The future of energy and petroleum.  
Read: DE, Pages 46 – 94 (Chapter 2); "Eating Locally", View: The Story of Stuff video (<http://www.storyofstuff.com/index.html>)

**Week Five (9/21 – 9/25):**

- Monday: **Due:** Reading Log #5  
Read: Berry, “The Pleasures of Eating”; Erlich and Erlich, “Food, the Ultimate Resource”; Avery and Elam, “Confinement Farming”
- Wednesday: Read: Fine, review blog at <http://www.dougfine.com> and read “Chicken Little” and “Reaping Rewards”; and TSIS Chapter 13
- Friday: **Due:** Reading Log #6  
Local versus Global Discussion  
Read: Chapter 3, Pages 95 – 128, of DE, “All for one and one for all”; de Tocqueville, “Why the Americans Are So Restless”

**Week Six (9/28 – 10/2):**

- Monday: Review Essay Prompt  
Read:; D’Souza, “America the Beautiful”; Quammen, “Provide, Provide: The Gaia Hypothesis and Global Evolution”
- Wednesday: Guest Speaker: Alan \_\_\_\_\_; owner of Outdoor Clothing Manufacturing Company and local rancher.  
Read: Gioia’s “Money”; and TSIS Chapters 5 & 6.
- Friday: **Due:** Reading Log #7  
Discussion  
Read: DE, Pages 129 – 176, Chapter 4, “Wealth of Communities”

**Week Seven (10/5 – 10/9):**

- Monday: Invention Exercises  
Read: Friedman, “30 Little Turtles”; Bansal, “Re: 30 Little Turtles”; TSIS Chapter 7-8.
- Wednesday: Picking a Theme and Thesis Workshop
- Friday: **Due:** Reading Log #8  
Finding Scholarly Secondary Resources Relevant to Deep Economy Themes  
Read: DE, Pages 177 – 232, Chapter 5 and “Afterword”

**Week Eight (10/12 – 10/16):**

- Monday: Read: Fine, “Afterword”; Dunning, “The Conundrum of Consumption”; Brown, “Learning from China”
- Wednesday: Read: TSIS Chapters 10 & 11. Review: UTA Sustainability Committee website (<http://www.uta.edu/sustainability>).
- Friday: **Due:** Reading Log #9 and OneBook Essay Theme Proposal with Thesis  
Attend Hermann Lecture series (one session)  
Review Sample Papers  
Read: McKibben’s “The Christian Paradox: How a Faithful Nation Gets Jesus Wrong,” Beveridge, “The March of the Flag.”

**Week Nine (10/19 – 10/23):**

- Monday: **Due:** Hermann Lecture Response/Summary  
Research/Writing Workshop – **Meet in Ransom Hall Room 312**  
Read: Read: TSIS 3 and 4
- Wednesday: **Due:** OneBook Essay Draft #1
- Friday: Draft #1 returned

**Week Ten (10/26 – 10/30):**

- Monday: MLA Citation – **9:00 am Meet in Ransom Hall Room 316;**  
**11:00 am meet in Central Library B20**
- Wednesday: **Due:** OneBook Essay Draft #2  
 Peer Review
- Friday: **Last Day to Drop**  
 In-Class Writing

**Week Eleven (11/2 – 11/6):**

- Monday: **Due:** OneBook Essay Final Paper  
 Read: Andraeas “The War on Terrorism” and Press “In Torture We Trust”
- Wednesday: Read: Thoreau “Resistance to Civil Government.”
- Friday: Discussion  
**Due:** Reading Log #12 and Poster Project Proposals

**Week Twelve (11/9 – 11/13):**

- Monday: Review Poster Proposals and Group Work on Posters  
 Read: Kilbourne “Two Ways a Woman Can Get Hurt” and “Mansfield “The Manliness of Men”  
 - OR –  
 Read: Lamott “Overture: Lily Pads” and Harris “Reason in Exile”
- Wednesday: Introduce Synthesis Essay (see ideas in rationale section above).  
 Read: Kendall “Framing Class, Vicarious Living and Conspicuous Consumption” and Terkel  
 “Stephen Cruz”  
 - OR –  
 Read: Hertsgaard “The Oblivious Empire” and Gitlin “Under the Sign of Mickey Mouse & Co.”
- Friday: Invention exercises.

**Week Thirteen (11/16 – 11/20):**

- Monday: **Due:** OneBook Poster Project  
 In-class essay (explanation of visual argument)
- Wednesday: Additional Invention for Synthesis Essay
- Friday: In-Class Writing for Synthesis Essay  
 Read: Santorum’s “It takes a Family: Conservatism and the Common Good”; Wolfson’s, “What is Marriage?”

**Week Fourteen (11/23 – 11/27):**

- Monday: **Due:** Draft #1 of Synthesis Essay  
 Discussion of Readings
- Wednesday: Research/Out-of-Class Writing Day
- Friday: Thanksgiving Holiday – No Class

**Week Fifteen (11/30 – 12/4):**

- Monday: **Due:** Draft #2 of Synthesis Essay  
 Peer Review
- Wednesday: In-Class Writing
- Friday: **Due:** Synthesis Final Essay  
 Last Day of Class: Course wrap-up

## STUDENT CONTRACT (10 points Extra Credit if returned by second class meeting)

1. I UNDERSTAND THAT that attendance is taken in the first five minutes of class. I have read my syllabus and agree to the terms of the attendance policy.
2. I UNDERSTAND THAT missing lectures will result in a lack of comprehension and pertinent information which may be necessary to complete coursework. I further understand that I am responsible for checking the class forum regularly for announcements and additional material.
3. I UNDERSTAND THAT all reading assignments are to be read prior to the scheduled class discussion so that I will be familiar with the material.
4. I UNDERSTAND THAT the policies for late, incomplete or missed assignments laid out in the syllabus apply to my work and that some assignments in this course cannot be made up under any circumstances due to the nature of the work.
5. I UNDERSTAND THAT no extra credit beyond that presented in the syllabus or in class will be available to raise my grade.
6. I UNDERSTAND THAT the “Drop Date” for this course is September 9<sup>th</sup> and the Withdraw Date (last day to withdraw without a grade) is October 30<sup>th</sup>, and further that if neither is done through proper channels but I have stopped attending class I will receive a grade of “F”, which may have financial consequences.
7. I UNDERSTAND THAT it is my responsibility to attend class, complete reading assignments, take and study notes during lectures, turn in work on time, ask any necessary questions for my clarification and study the material in advance of tests. If so, I know I will do well in this course.
8. I UNDERSTAND THAT academic dishonesty (cheating, plagiarism, collusion, etc.), as covered in the Undergraduate Catalog under “Academic Regulations,” is a serious offense and will be treated as such and may involve penalties including suspension for an entire year.
9. I UNDERSTAND THAT audible beepers or cell phones are not allowed in class. Further I agree to adhere to the No-Wireless Network clause of the Laptop policy.
10. I UNDERSTAND THAT tests, quizzes and daily work may be based on texts, handouts, lectures and/or audiovisual media that is unavailable outside of class. Furthermore, it is my responsibility to write legibly on all tests and daily work – any illegible writing will not be graded.
11. I UNDERSTAND THAT in the event that a class is missed, it is my responsibility to ask for handouts and to arrange to obtain notes from another student.
12. I UNDERSTAND THAT I will not be a considered a member of this class unless this document is executed.

COURSE: English 1301

SECTION: \_\_\_\_\_

NAME (Print): \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_