

## English 1301.56/57. Exposition: Writing, Reading, Critical Thinking

**Instructor:** Pamela Rollins

**Course Information:** T/Th 11:00 a.m. – 12:20 p.m., Section 56, Trimble Hall 213

T/Th 12:30 p.m. – 1:50 p.m., Section 57, Trimble Hall 01

**Office Hours:** Mon. 3 p.m. – 5 p.m. and Thurs. 2 p.m. – 3 p.m., or by appointment

**Office:** Carlisle Hall, Office 625

**E-mail:** pamelakrollins@gmail.com

**Phone:** 817-272-0966, Message only

### Required Texts and Materials:

Graff and Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing*

Handbook: Hacker, *A Writer's Reference*, 6<sup>th</sup> Edition

OneBook text: McKibben, *Deep Economy*

**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.

**Student Learning Outcomes:** By the end of ENGL 1301, students should be able to:

Rhetorical Knowledge

- Use knowledge of the rhetorical situation—audience, purpose, genre—to analyze and construct texts
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
- Use conventions of structure, tone, diction, and syntax appropriate to the rhetorical situation

Critical Reading, Thinking, and Writing

- Use writing, reading, and discussion for learning, communicating, and examining assumptions
- Summarize, respond to, and analyze texts
- Employ critical reading strategies to identify author's position, main ideas, genre conventions, and rhetorical strategies
- Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts
- Provide appropriate support for claims
- Find, evaluate, and synthesize appropriate sources to inform and situate their own claims

Processes

- Practice flexible strategies for generating, revising, and editing texts
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing processes to critique their own and others' works

Conventions

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Control such surface features as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

**Syllabus and Schedule Changes:** I reserve the right to make changes to this syllabus as they become necessary. Minor changes will be announced in class, and a notice will be emailed to your UT Arlington email address. If major changes become necessary, you will receive a new copy of the syllabus.

**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.

**Grade Weighting:** Your final grade for this course is based on a **1000 point scale**, calculated in the following manner:

<b>Essay Project One</b> – Discourse Community Memoir`	200 points
<b>Essay Project Two</b> - OneBook Essay	250 points
<b>Essay Project Three</b> - Synthesis Essay	200 points
<b>In-Class Essay Exam</b>	100 points
<b>Poster Project</b>	100 points
<b>Summary Responses</b>	60 points
<b>Class Participation/In-Class Writing</b>	50 points
<b>Reading Notes</b>	30 points
<b>OneBook Event/Summary Response</b>	10 points

**Essay Format:** Essays will be submitted in 12-point Times New Roman font, double spaced, with 1-inch margins on all sides. Essay assignments must be formatted according to Modern Language Association (MLA) guidelines. **When you turn in your essays, you must also submit all pre-writings, drafts, peer review comments, and revisions with the final draft in a two-pocket folder. Submitting the final draft without ALL of these requirements will result in a grade reduction of 5 points per missing piece.**

**Peer Reviews:** Each essay will include mandatory peer review workshops. Students will be required to include all peer review materials in the paper's final folder in order to receive full credit. Peer Reviews cannot be made up so it is extremely important to attend these sessions.

**Revision Policy:** Re-writing is an important means for improving both the writing process and the final product. Students have the **option of revising the Discourse Community Memoir and the OneBook Essay** after they have been graded. **Students must request a rewrite opportunity immediately upon receipt of their graded essay, and will have (1) week to revise and resubmit the paper. Late revisions will not be accepted.** To be eligible for a revised grade, a re-written essay must be substantially changed in both form and content. Revision does not simply mean making grammatical and spelling corrections as they appear marked on the initial paper. The original graded draft must accompany the re-written copy, with all changes highlighted by the student. **The initial grade and the revised grade will be averaged to arrive at the final grade for each of these essay projects.** Note that points lost due to missing process work (drafts, peer review, etc.) cannot be regained through revision.

**Summary Responses:** Students are responsible for writing (6) Summary Response papers throughout the semester. A summary response paper will summarize, synthesize, and apply. Each paper should be 1 page in length, typed in 12 point Times New Roman with 1 inch margins. Students may choose from the current weeks readings. Most summary responses will be due on Thursday, which means students may choose readings from Tuesday or Thursday. Readings from previous weeks or future weeks will not be accepted. **Late summary responses will not be accepted.**

**Reading Note Cards:** At the start of class all students will submit a 4 x 6 index card that contains the following: **(1) Student's Name (2) Date (3) 3-4 sentences summarizing an assigned reading for that day (4) At least 1 question to discuss in class. Cards submitted without all of the required information will not receive credit.** Do not submit cards explaining why you could not complete the readings. We will rely heavily on your prepared questions, so please ensure they are well thoughtout and insightful. **Cards must be presented by the student in person, cannot be turned in late, and cannot be submitted via e-mail.** Reading note cards are not required on dates that a Summary Reponse is due or dates when there are no assigned readings.

**OneBook Event Assignment:** Throughout the semester there will be a campus wide conversation on *Deep Economy*. In order to encourage students to participate in this discussion, **all students are required to attend at least (1) event.** Students will be required to write a summary response that synthesizes the event with relevant course readings. Students can attend any of the OneBook events from the calendar provided along with this syllabus, but a response must be written and submitted within 1 week of attending the event.

**Quizzes:** It is my preference not to give reading quizzes, which is why I have requested that you write Summary Responses and Reading Notes. However, if I perceive that students are not completing the reading assignments before class or are coming unprepared for discussion, reading quizzes can and will become a part of daily activities. Quizzes cannot be made up.

**Attendance Policy: Students are allowed (3) excused absences.** This absence allotment includes family emergencies, illnesses, work commitments, etc. so use them wisely. If for any reason a student has more than (3) absences, **5 points will be deducted from your final grade for each absence beyond the (3) allotted to you.** Absences do not exclude you from the work assigned for the day. It is your responsibility to ensure that I receive your work on time. Participation is an integral part of each day, which means you will be unable to earn participation points on days you are absent. Participation points cannot be made up. (Absences due to military service, official campus activities (e.g. sports teams), and religious holidays are excluded from this policy)

**Tardiness:** Showing up late to class is extremely disruptive. Therefore, excessive tardiness will not be tolerated. **Every (3) tardies will count as (1) absence. Students who arrive (20) minutes or more after the start of class will be considered absent.**

**Classroom Participation:** The success of this class relies heavily upon your active participation. Students are expected to come to class prepared to discuss reading and writing assignments. When Summary Responses, Reading Notees, or drafts of writing assignments are due, they are an integral part of the planned activities for the day. Arriving to class without them is unproductive for you and distracting for other students. **Participation points cannot be made up.**

**Mavspace:** All university students should have free access to [mavspace.uta.edu](http://mavspace.uta.edu). Students will be responsible for downloading assigned readings from mavspace, printing all materials, and bringing them to class. During class discussion we will be referring directly to the assigned readings. Consequently, students who fail to bring the assigned reading materials to class cannot fully participate. **Therefore, coming to class without a copy of all the assigned readings will result in a deduction from your participation grade.**

**Late Assignments:** Papers are due at the beginning of class on the due date specified. **Late summary responses and reading notes will not be accepted.** Essay assignments will be accepted late, but they are subject to a 10% penalty for each class day late. Late essay assignments must be turned within 1 week of the specified due date. **Essay assignments more than 1 week late will not be accepted.**

**E-mail Policy:** If you are absent on a day when an assignment is due you are still responsible to turn in your assigned work to me by the assigned due date. If you are unable to attend class the day an assignment is due you have the option to e-mail the assignment to me at **pamelakrollins@gmail.com**. **The assignment must be turned in to me BEFORE the start of class.** Assignments received after the start of class are considered late, and will be subject to a late assignment penalty. The assignment must be attached to the e-mail and I must be able to open the document in Microsoft Word 2007. If you forget to attach the document or send it in the wrong format the assignment is considered late until you correct the issue. I will confirm receipt of your assignment via e-mail. If you do not receive a confirmation from me this means I did not receive your assignment, and it is considered late. **You are responsible for ensuring that I receive your assignments on time.** Do not slide assignments under my door or leave them in my office. All assignments must be presented to me in person or via e-mail. The best way to ensure I receive your assignments is to attend class on the days they are due. Reading notes will not be accepted via e-mail.

**Classroom Decorum:** In order to create a positive and productive learning environment, please make sure your cell phones, pagers, MP3 players, laptops, and any other electronic devices are turned off during class time. Our classroom will become a discourse community. As an active member of this community, you will be expected to respect your fellow classmates, listen closely, and participate in our semester long discussion. Texting, answering your phone, listening to music, checking your e-mail, etc. are all disrespectful and unacceptable behaviors that are not part of the value system for our discourse community.

**Disruptive Student Conduct:** According to the *Code of 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 obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages, utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook of Operating Procedures, Ch.2, Sec.2-202).

**E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**Cheating & 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.

**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 *Americas 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](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.

**University Writing Center:** The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. During Fall 2009, the Writing Center’s hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at [www.uta.edu/owl/appointments](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. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

**Student Support Services Available:** 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.

**Drop Policy:** I cannot drop you from this course. If you choose to withdraw from this course, it is your responsibility to do so within the university’s deadlines.

	<b>DATE</b>	<b>Writing/Homework Due</b>	<b>Reading Due</b>	<b>In Class Activities</b>
Week 1	Tues 8/25	Purchase Textbooks		Syllabus Discussion / Course Intro
	Thurs 8/27	<b>Reading Notes</b>	Eighner, "On Dumpster Diving"  <i>TSIS</i> Preface and Intro	Intro to Summary Response  Diagnostic Essay
Week 2	Tues 9/1	<b>Reading Notes</b>	Douglass, "Learning to Read and Write" <i>TSIS</i> Chapter 1 <i>Writer's Reference</i> , Pg. 3-18	Pre-Writing Reading Critically  Assign Discourse Community Memoir
	Thurs 9/3	<b>Summary Response #1</b>	Edrich, "Two Languages in Mind" <i>TSIS</i> Chapter 2, 9	Visit from the Writing Center
Week 3	Tues 9/8	<b>Reading Notes</b>	Tan, "Mother Tongue" <i>Writer's Reference</i> , Pg. 18-37	Invention Strategies
	<b>WEDNESDAY 9/ 9: Census Date</b>			
	Thurs 9/10	<b>Essay # 1 Rough Draft Due - Discourse Community Memoir</b> Bring 4 copies		Peer Review
Week 4	Tues 9/15	<b>ESSAY # 1 DUE - Discourse Community Memoir</b>  <b>Reading Notes</b>	<i>Deep Economy</i> Intro and Chap. 1	Assign Essay #2 - <i>Deep Economy</i>  DE Content Exercise
	Thurs 9/27	<b>Summary Response #2</b>	<i>TSIS</i> Chapter 3 Hawken, "A Declaration on Sustainability"; Behreandt, "Energy's Future";	Watch: The Story of Stuff  After Growth Discussion
Week 5	Tues 9/22	<b>Reading Notes</b>	<i>Deep Economy</i> Chap. 2 Berry, "The Pleasures of Eating"; Avery and Elam, "Confinement Farming"	Local Versus Global discussion  Writing Exercise
	Thurs 9/24	<b>Summary Response # 3</b>	<i>TSIS</i> Chap. 13 Review blog at <a href="http://www.dougfine.com">http://www.dougfine.com</a> and read Fine, "Chicken Little" and "Reaping Rewards"	Watch Doug Fine Video  Discussion

Week 6	Tues 9/29	<b>Reading Notes</b>	<i>Deep Economy</i> Chap. 3 <i>TSIS</i> Chap. 4 D'Souza, "America the Beautiful";	"All for one and one for all" Discussion  Reading Exercise
	Thurs 10/1	<b>Summary Response # 4</b>	de Tocqueville, "Why the Americans Are So Restless"; Quammen, "Provide, Provide: The Gaia Hypothesis and Global Evolution" <i>TSIS</i> Chap. 5	Constructing Reasonable Arguments
Week 7	Tues 10/6	<b>Reading Notes</b>	<i>Deep Economy</i> Chap. 4 Friedman, "30 Little Turtles"; Bansal, "Re: 30 Little Turtles" <i>TSIS</i> Chap. 6	Using MLA  Wealth of Communities Discussion
	Thurs 10/8	<b>Summary Response # 5</b>	<i>Deep Economy</i> Chap. 5 <a href="http://www.uta.edu/sustainability">http://www.uta.edu/sustainability</a> ; Silverstein "Where the Sidewalk Ends"	Brainstorming / Invention Exercises
Week 8	Tues 10/13	<b>Reading Notes</b>	<i>TSIS</i> Chapter 7, 8 Fine, "Afterword"; Durning, "The Conundrum of Consumption"	Thesis Development
	Thurs 10/15	Have your thesis formed and be ready to research supporting materials	<i>Writer's Reference</i> , Pg. 57-84 <i>Writer's Reference</i> , Pg. 333-347	Library Day on Finding Resources
Week 9	Tues 10/20	Bring research materials to class		Workshop Day for Essay #2
	Thurs 10/22	<b>Essay #2 - Rough Draft Due</b> Bring 4 copies		Peer Review
Week 10	Tues 10/27	You must schedule a time to meet with me individually.		Conferences
	Thurs 10/29	<b>ESSAY # 2 DUE - <i>Deep Economy</i></b>	<i>Writer's Reference</i> , V33-V55; Natchway, "Ground Zero"; Kang, "South Korea"	Assign Poster Project  Making a Visual Argument
<b>FRIDAY 10/30: Drop Date</b>				

Week 11	Tues 11/3	<b>Poster Project Proposal Due</b>  <b>Reading Notes</b>	Berger, "Ways of Seeing"; Fussel, "A Touchy Subject" (and all accompanying images)	In-class workshop on Poster Project
	Thurs 11/5	<b>POSTER PROJECT DUE</b>  <b>Reading Notes</b>	Arbus, "My Favorite Thing is to Go Where I've Never Been: A Family One Evening in a Nudist Camp"; Davenport, "Geography of Imagination" (alongside images from Wood and Parks "American Gothic");	Workshop for In-Class Essay
Week 12	Tues 11/10			<b>IN-CLASS ESSAY</b>
	Thurs 11/12	<b>Summary Response # 6</b>	Bordo, "Never Just Pictures" (alongside images from Testino); Brokaw, "Loved Labor Lost" (alongside image from Sternfeld);	Assign Essay # 3  Invention Exercises
Week 13	Tues 11/17	<b>Reading Notes</b>	Hines, "Picture Perfect"; Momaday, "A Photography"; Sontag, "On Photography"	Library Day – Researching
	Thurs 11/19	<b>Essay #3 - Rough Draft Due</b> Bring 4 copies		Peer Review
Week 14	Tues 11/24	<b>ESSAY # 3 DUE</b>  <b>Last chance to submit OneBook Summary Response</b>		
	Thurs 11/26	<b>THANKSGIVING HOLIDAY - NO CLASS</b>		
Week 15	Tues 12/1	Poster Project /Essay Presentations		Evaluations
	Thurs 12/3	Poster Project / Essay Presentations		

## OneBook Calendar of Events

**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.

**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.