

University of Texas at Arlington
English 1301 Exposition: Reading, Writing, and Critical Thinking
Fall 2009

Instructor: Gregory Shows

Course Information: ENGL 1301-63 (81413) Meets TR 7:00-8:20

Course Location: PH-100

Office: Carlyle 102

Hours: MoWe, 12:30-2:00, or by appointment

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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.

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

Required Texts and Materials:

Reader: Jacobus, Lee A., *A World of Ideas*, 6th Edition

OneBook text: *Deep Economy*, McKibben, Bill

Two Folders. One pocket folder with which to submit essay projects, and one log folder WITH BRADS (BINDERS) to keep reading logs together.

Description of Major Assignments: English 1301 students are graded daily on class participation, which

includes making thoughtful contributions in response to the reading, asking and answering questions, and presenting a general attitude of interest in the course content. Students are asked to prepare for class discussion by writing summary-responses. Periodically, quizzes (both announced and unannounced) will test students' understanding of the reading material and the concepts taught in class. Major essay projects include the Synthesis Essay, the Trend Analysis Essay, and the OneBook Essay related to *Deep Economy*. In preparation for these projects, several homework and in-class writing activities will be assigned.

Essay Projects: Students enrolled in English 1301 will complete three projects during the semester. These essays must be typed, double-spaced in Times New Roman font set at 12 points with margins set at one inch on all sides. All papers will be formatted and works will be cited according to Modern Language Association (MLA) guidelines. A minimum of one rough draft is mandatory for each essay (the OneBook essay requires two rough drafts). Students will receive feedback on these drafts in peer editing workshops and in student-teacher conferences, scheduled outside of class time. Additionally, students will receive individual feedback from the instructor in the form of comments on pre-writing and first drafts of early assignments. All drafts, comments, and peer review materials must be turned in with the final draft. These essay assignments must be turned in on the due date in a two-pocket folder (no file folders or binders). Students will place the stapled presentation copy in the right hand side of the folder with the first page facing out. In addition, students will place ALL required pre-writing materials, rough drafts, peer review worksheets, and teacher conference worksheets when completed on the left side of the folder. Students may be asked to provide an electronic copy and/or to sign a voluntary release form which authorizes the instructor to share their work with others for instructional purposes.

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. It is very important that you attend class on peer review days, as you will not be able to make up these points.

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 OneBook Essay and the Synthesis Essay after they have been graded. Students must request a rewrite opportunity immediately upon receipt of their graded essay, and will have one week to revise and resubmit the paper. 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 Essay Project #3 cannot be rewritten. Also note that points lost due to missing process work (drafts, peer review, etc.) cannot be regained through revision.

Attendance Policy: Regular attendance is necessary for success in this course. GRADED ACTIVITIES TAKE PLACE EVERY DAY IN ENGLISH 1301. These daily grades cannot be made up or turned in late. Since every student will miss class occasionally or have a "bad quiz day," daily assignments/quizzes are graded on a cumulative point scale, which makes each of these grades only a very small percentage of the course grade.

Classroom Participation: Attendance in class means more than your presence in a desk. Students are expected to come to class prepared to discuss reading and writing assignments. Your active participation in discussion means that all cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. When Reading Logs 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. The participation grade is decided by the amount of discussion students engage in during class. If students are not present to participate,

their grades suffer. Participation in group activities is a way to earn participation points, but a limited number only. **IN ADDITION, STUDENTS ARE REQUIRED TO ATTEND AT LEAST 2 ONE BOOK EVENTS. EACH EVENT WILL COUNT 20 POINTS TOWARD THEIR PARTICIPATION GRADE, and the two Summary Responses generated will count toward the summary response grade. The events may also generate sources for the ONE BOOK research paper assignment.**

Late Assignments: Papers are due at the beginning of class on the due date specified. Late quizzes, homework, and other daily assignments will not be accepted for any reason short of the most extreme, unavoidable, and extended circumstances requiring a student to miss 3 or more classes. Verifiable documentation will be required in these cases, and all work must be made up. Late essay projects will be accepted, but are subject to a penalty of ten percent for each day late.

Drop Policy: If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines. Please be certain to check with your advisor concerning the financial and academic consequences of dropping this or any course.

Syllabus and Schedule Changes: The Instructor reserves the right to alter, add, or abandon certain policies/assignments. Minor changes will be announced in class. If major changes become necessary, you will receive a new copy of the syllabus.

The Writing Center: The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Spring 2009, Writing Center 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, 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 become a better editor of your own writing. I encourage each of you to use the Writing Center.

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.

Disruptive Student Policy: 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 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).

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. Learning 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.

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: <http://www.uta.edu/soar>.

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.

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.

E-Culture Policy: All students are required to have access to the Internet – computer use, printing, and Internet access is available to UT Arlington students in the Central Library, Ransom Hall, and at other locations across campus. The University of Texas at Arlington has issued each student a secure email address, through which information concerning registration, financial aid, payment of bills, progress in courses, academic advising, and graduation may be safely sent. You may find information about activating and using your UTA email account at www.uta.edu/email. 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. For your protection, the university email account will be the only acceptable email account used for communication between the professor and students in English 1301. 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.

NOTES ABOUT ASSIGNMENT SCHEDULE:

- Assignments are due the day they appear on the syllabus. **Remember that late homework assignments and reading logs are never accepted for credit.**
- Reading a wide variety of texts is important in a writing class. Reading provides writers with ideas for writing, models of various writing styles and results in better papers. In addition to the fact that your grade on major papers will be affected by your ability to read, analyze, and write in response to ideas in the texts we read in class, reading response and quiz grades will frequently be based upon these texts. **PLEASE DON'T FALL BEHIND ON YOUR READING!**
- *A Writer's Handbook* is required for your own benefit, to help you familiarize yourself with academic standards and conventions of American English. As a college student, you are expected to be able to utilize these conventions in your writing. Although we will not have written homework assignments from the handbook, you are responsible for the information it contains, and this information may show up in daily class work or quizzes. Only you know how much or how little you will need to review your handbook in order to be familiar with this information. Please see me or visit the Writing Center if you need extra help with grammar and mechanical issues.
- Reading Logs should be completed by the assigned dates. Reading Logs will be collected each time they are assigned. Reading Logs should be typed and follow MLA format—at least one double-spaced page in length. Please bring Reading Logs to every class.
- Each Reading Log is worth 4 points. If you complete all 25 on time, you will receive 100 points.

• Although English 1301 does not have a final exam, I reserve the right to require a class meeting during our final exam period if it becomes necessary.

Grades Standards: 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.

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

Essay Project One - Synthesis Essay`	200 points
Essay Project Two – One Book Essay	200 points
Essay Project Three – Trend Analysis Essay	200 points
Reading Summary Responses (25 Logs)	100 points
Quizzes, Homework, Daily Grades (Peer Ed.)	100 points
In-Class Essay Exam	100 points
Class Participation	100 points
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Total:	1000 points

A = 90-100

B = 80-89

C = 70-79

F = 60 and below

Z = *Read grading standards above

Extra Credit: 60 points maximum extra credit will be available and will be assigned by instructor. Service Learning Opportunities are also available.

Course Calendar

Week 1

8-24: **DISCUSS:** Active/Passive Learning, THE THESIS, Summary Response Prompt and Discussion, Critical Thinking, Analyzing Texts. **Diagnostic Essay.**

8-26: **DISCUSS:** X-Box Model of Cognitive Development, HOW TO READ FOR COLLEGE

Questions: What is knowledge? How is it acquired? **CITATION LESSON FROM Library Staff.**

READ: Montessori excerpt, *WOI*, pg. 284, from Chapter One of *The Montessori Method*, from beginning to “warped, lessened, and even annihilated,”

Freire excerpt, *WOI*, pg. 318, “The Banking Concept of Education,” to “education being an ongoing activity.”

DUE: Sum/Response #1, #2

Week 2

8-31: **DISCUSS:** Oppression, The THESIS, Freewill. WHY THE OPPRESSION? What is behind oppression?

Is oppression an infinitely sustainable model for structuring societies?

READ: Plato, "The Allegory of the Cave" *WOI*, pg. 445.

SCREEN OUT OF CLASS: *The Matrix* excerpt: "Red Pill" @

http://www.youtube.com/watch?v=0_8Zq_iWuFg

DUE: Sum/Response #3, #4, **GROUP QUIZ #1 on Synthesizing texts.**

9-2: DISCUSS: Origin of Language/Ideas, Semiotics, Stop Signs, Language Evolution, Synthesizing texts.

PLAGIARISM LESSON FROM Library Staff

Douglass, from *Narrative of the Life of Frederick Douglass*, *WOI*, pg. 265.

Malcom X, "A Homemade Education" @

<http://www.wicknet.org/english/English%2011/Voices%20II/Education/Homemade%20Education.html>

DUE: *Sum/Response #5, #6*

Week 3

9-9: **DISCUSS:** 23 Dos and Don'ts, Slavery and Ignorance, Benefits of Passive Education for a Passive Society. **MLA Format: Summary, Paraphrase, Quotes. CITATIONS. PLAY PRISONER'S DILEMMA ESSAY #1 Prompt (Synthesis Essay).**

READ: Rousseau, "The Social Contract," *WOI* pg. 56,

Jefferson, "The Declaration of Independence," *WOI*, pg. 78,

DUE: *Sum/Response #8, #9*

Week 4

9-14: **DISCUSS: MOCK PEER EDITING VISIT FROM WRITING CENTER**

DUE: *First Draft of Essay #1.*

9-16: **DISCUSS:** Structuralist Analysis. **PAPER CONFERENCES.**

DUE: *Final Draft Essay #1*

SCREEN: *FOOD INC.*

Week 5:

9-21: **DISCUSS: PAPER CONFERENCES**

READ: Galbraith, *WOI*, pg. 406, *Deep Economy*, 1-45.

DUE: *Sum/Response #10, #11.*

SCREEN: *FOOD INC.*

9-23: **DISCUSS: Supply Side Economics vs. Commonweal**

READ: Reich, *WOI*, 420

DUE: *Sum/Response #12, GROUP QUIZ #2 "What is the Commonweal?"*

Week 6

9-28: **DISCUSS:** *DEEP ECONOMY*, Reich, Galbraith, and *DE*.

READ: *DEEP ECONOMY*, pgs. 46-77.

DUE: *Sum/Response #13, Group QUIZ #3—In-Class Group Quiz.*

9-30: **DISCUSS:** Rhetoric, Argumentation, The Appeals, **MLA FORMAT: CITATIONS, WORKS CITED.**

READ: *DEEP ECONOMY*, 77-94, Van Jones, "It is Time,"

http://www.alternet.org/environment/105999/it_is_time_to_change_from_fighting_against_something_to_fighting_for_something/

DUE: *Sum/Response #14 (Jones)*

SCREEN: excerpt from *Wal-mart: The High Cost of Low Prices*.

Week 7

10-5: **DISCUSS:** *DE*, Wal-mart, Smith, sustainability

READ: Smith, *WOI*, pg 345.

DUE: Sum/Res #15 (Smith), #16 (Wal-mart), #17, QUIZ #4. TWO OUTSIDE ARTICLES on Sustainability from BOOK OR JOURNAL SOURCES IN LIBRARY.

10-7: **DISCUSS:** *DE*

READ: *DE*, 95-128,

DUE: Sum/Response #18

SCREEN: excerpt from *The Corporation*.

Week 8

10-12: **DISCUSS:** Get Essay #2 Prompt, DE Essay Essay #2

READ: *DE*, 129-176.

DUE: Sum/Response #19, #20.

10-14: **DISCUSS:** Essay #2 Prompt on SUSTAINABILITY. **MLA Format.**

READ: *DE*, 177-232.

DUE: Sum/Response #21.

Week 9

10-19: **DISCUSS:** Free-For-All on Essays—Peer Editing (Instructor-Led)

READ: Gould, 600.

DUE: Argument Essay Topic (20 Points), First Three Sources—of Ten (20 Points)

Sum/Response #22

10-21: **DISCUSS:** Peer Editing.

READ: Rawls, 199.

DUE: Argument Essay Intro—with Thesis (20 points) Eight of Ten Sources (20 points), **Sum/Response #23.**

Week 10

10-28: **DISCUSS:** Peer Editing.

DUE: 1st Draft of Essay #2

10-30: **DISCUSS:** Film Analysis, Freudian Terms. Handout---Group Quiz #4, *Fight Club*, **PAPER CONFERENCES**

READ: Freud, pg. 472

DUE: FINAL DRAFT ESSAY #2

SCREEN: *Fight Club* excerpt

Week 11

11-2: **DISCUSS: PAPER CONFERENCES**

READ: Schneider, “Monsters as Uncanny Metaphors,” Part 1.

11-4: **DISCUSS:** Assignment given for following week: 2 horror films. **DISCUSS TRENDS. Meaning of Monsters. Monsters that represent an unsustainable future?**

READ: Schneider, “Monsters as Uncanny Metaphors,” Part 2

DUE: Sum/Response #20, #21

SCREEN: excerpt from *Night of the Living Dead*.

Week 12:

11-9: **DISCUSS:** Final Paper Topics. Begin Research. Workshop/Brainstorm, Trends, Trends in Horror Film, In-class essay placing horror films into historical/cultural context.

READ: Furchgott, “Trendspotting: Anyone Can Play” @

<http://www.businessweek.com/1998/09/b3567029.htm>

“Methods and Approaches of Futures Studies,” at

<http://crab.rutgers.edu/~goertzel/futuristmethods.htm>

“What is a Futurist?” at

<http://www.cheskin.com/blog/blog/archives/000841.html>

DUE: Sum/Response #22, #23, #24

SCREEN: excerpt from *The American Nightmare*,

11-11: **DISCUSS:** Kurzweil, the future, trends. *MBV GROUP Quiz*

READ: Kurzweil, (up to the law of accelerating returns) at

<http://www.kurzweilai.net/articles/art0134.html?printable=1>

DUE: Sum/Response #25, #26

SCREEN: excerpt from *Ponty Pool*

Week 13

11-16: **DISCUSS:** Trend Papers.

DUE: Topic Proposals (10 points), First Five Sources (10 points)

11-18: **DISCUSS:** Peer Editing—Workshop

DUE: Introduction to Essay #3 with thesis (10 points).

Week 14

11-23: **DISCUSS:** Political trends. Papers, Peer Edit.

DUE: First DRAFT of ESSAY # 3 (10 points)

Week 15

11-30: **DISCUSS:** Last Readings/Final Quiz, Sum/Responses

DUE: Final Draft Essay #3, Paper Conferences.

12-2: **DISCUSS:** “Harrison Bergeron,” “Welcome To the Monkey House,” Literary Analysis with a structuralist slant.

READ: Vonnegut HANDOUT, “Harrison Bergeron,” “Welcome To the Monkey House”

DUE: Sum/Response #27, #28

Week 16

Final Exam Week, Final In-Class Essay.