

English 1301. Exposition: Reading, Writing, and Critical Thinking

Professors: Leslie Similly and Alan Cochrum

Course Information: Sections 010 and 026

Time: 9-9:50 a.m. MWF (Section 10) and 11-11:50 a.m. MWF (Section 26)

Room: Section 10: Rooms 251 and 252 College of Business Administration (COBA)
Section 26: Rooms 4 and 16 University Hall (basement)

Office Hours: 12-1:30 p.m. Tue and 1-2:30 p.m. Wed (Cochrum)
12-1 p.m. Wed and 12-2 p.m. Thur (Similly)

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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 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 they discuss.

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.

Graff and Birkenstein, *They Say/I Say*

McKibben, *Deep Economy*

Hacker, *A Writer's Reference*

Description of Assignments. Major essay projects include a discourse community memoir, an essay on UTA's OneBook (*Deep Economy*), and an essay/oral presentation combination on visual discourses. Other work will include frequent freewriting assignments, summary-responses and quizzes on readings, as well as an in-class essay test. Students also will be graded on class participation, which will include thoughtful contributions to class discussions, asking and answering questions, arriving prepared for class, and presenting a general attitude of interest in the course content.

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 hurt 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. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and other materials for that project. 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 will be calculated on a 1,000-point scale in the following manner:

Discourse community memoir	20% (200 points)
OneBook essay	25% (250 points)
Visual discourse essay/presentation	20% (200 points)
In-Class Essay Exam	10% (100 points)
Summary-Responses	10% (100 points)
Quizzes	5% (50 points)
Class Participation and Attendance	10% (100 points)

OneBook events: Students will be expected to attend at least one of the OneBook campus events scheduled during the semester and to submit a summary-response afterward. You will be responsible for choosing your event and submitting the paper before the end of the semester.

Late Assignments: Papers are due at the beginning of class on the due date specified. Late papers submitted after the deadline will be penalized one letter grade; work will not be accepted more than 24 hours after the deadline.

Rewrite 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 grading. A revised paper must demonstrate significant changes in major issues (focus, organization, development) to be considered a revision. Small editorial changes, although necessary, do *not* constitute a revision. Revised papers must be resubmitted no later than one week after being returned to students. The last major paper, after it has been submitted for grading, cannot be re-written for a higher grade. The student's grade on revised papers will be the average of the original grade and the grade given to the rewritten paper.

Attendance Policy. Improvement in writing is a complex process that requires a great deal of practice and reader feedback. Regular attendance is thus necessary for success in this course. You have four free absences. **Use them wisely.** Each absence thereafter will deduct one-half letter grade from your final grade. Excused absences include official university activities (e.g., sports team participation), religious holidays and illness with a physician's note. It is your responsibility to contact your instructor if you will be unable to attend class because of some misfortune and to make arrangements to turn in assignments early. Being late to class (defined as arriving after the instructor has begun class) three times will count as one absence.

Drop 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 undeclared).

Classroom Decorum: We expect all students to behave in an adult manner during classroom activities, extending courtesy to fellow students and to faculty members. You are required to participate in all discussions and activities in a thoughtful and engaged way. Vigorous debates are often part of courses like this; we expect you to express yourselves freely, but harmful or offensive language will not be tolerated. In addition, laptop use is limited to classroom-specific purposes. Please **turn off** cellphones and MP3 players before entering class. Students are expected to dress in a manner appropriate to an academic setting.

Disruptive Student Conduct: According to the UTA Handbook of Operating Procedures, 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 service activity or program, or any athletic event 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."

Teacher-student conferences: You are required to have at least one brief conference with your instructor during the semester. Scheduling this meeting is your responsibility. Of course, you are encouraged to meet with us more often to discuss your work or other concerns.

Syllabus and Schedule Changes. We have tried to make this document as complete as possible; however, during the course of the semester we may be required to alter, add, or abandon certain policies/assignments. We reserve the right to make such changes as they become necessary.

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 Fall 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. We 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.

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. The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. 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.

Rationale: The triple major-essay sequence in our English 1301 syllabus will help students explore major arenas of composition, exposition, and argumentation. The first assignment, the discourse community memoir, asks students to examine their own experiences as part of a discourse community. The second assignment, the *Deep Economy* essay, asks students to develop an argument about issues in the text using *Deep Economy* and other sources to support their position. The third assignment asks them to analyze one or more "texts" related to visual discourse, develop an argument based on this analysis, write a paper supporting this stance, and give an oral presentation based on it.

Class Calendar

Week 1 8/24- 8-28 Understanding Discourse Communities

Monday	Introduction/ Course Overview/Syllabus Discussion
Wednesday	Diagnostic Essay
Friday	Discourse community memoir introduction. Discuss essay assignment; Discuss Invention Strategies.

Week 2 8/31- 9/04

Monday	Writing center guest speaker (classes meet together) Discourse community activity
Wednesday	TSIS 1 and 2. Summary-responses and thesis statement
Friday	Summary Response Due for Rodriguez or Tan.

Week 3 9/7- 9/11

Monday	Labor Day Holiday—No Class
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Wednesday	Discussion of Rodriguez, Tan and TSIS Chapter 9. Class census date.
Friday	Revising and reorganizing papers. Revision Group Activity

Week 4 9/14-9/18

Monday	Essay introductions and overview of peer review.
Wednesday	Discourse Memoir Draft Due: Peer Review.
Friday	MLA formatting and punctuation. Hacker pp. 404-412; scan chapters on punctuation and MLA standards.

Week 5 9/21-9/25

Monday	Library Day: Academic Integrity 101
Wednesday	Eighner summary-response due.
Friday	Discourse Community Memoir Due. (Classes combine; Prof. Similly @ conference.)

Week 6 9/28-10/02 **Deep Economy**

Monday	<i>Deep Economy</i> Chapter 1 pp. 1-25 Economics and Pollution.
Wednesday	<i>Deep Economy</i> Chapter 1 pp.25-45 Happiness.
Friday	<i>Deep Economy</i> Chapter 2 pp. 46-70 Eating Globally vs. Eating Locally.

Week 7 10/05-10/09

Monday	<i>Deep Economy</i> Chapter 2 pp. 71-94 (The Cuba Experiment); TSIS Chapter 6: ("Skeptics May Object").
Wednesday	<i>Deep Economy</i> Chapter 3 pp. 95-112 (hyper-individualism).
Friday	<i>Deep Economy</i> Chapter 3 pp. 113-128: Advertising, Work, and Security.

Week 8 10/12-10/16

Monday	<i>Deep Economy</i> Chapter 4 pp. 129-154: Media and Power.
Wednesday	<i>Deep Economy</i> Chapter 4 pp. 155-176: Local Economies
Friday	Library Day: Research Workshop

Week 9 10/19- 10/23

Monday	Summary-response due for <i>Deep Economy</i> Chapter 5 pp 177-198: The China Syndrome.
Wednesday	<i>Deep Economy</i> Chapter 5 pp. 198-226: Agriculture.
Friday	Peer Review: Draft Due

Week 10 10/26- 10/30

Monday	TSIS Chapter 7 ("So What? Who Cares?"). Sign Up for conference times.
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Wednesday	Guest speaker
Friday	TSIS Chapters 4 (“Yes/No/Okay, But”) and 5 (“And Yet”). Rogerian Argument (Last Day to Drop)

Week 11 11/02- 11/06

Monday	Conference Day No Class: Address final questions about papers 9:00 class
Wednesday	Conference Day No Class: Address final questions about papers 11:00 class
Friday	OneBook Essay Due: Visual Discourse Analysis Assignment

Week 12 11/09- 11/13 **Visual Discourse**

Monday	Visual Discourse as Advertisements: Summary Response Due
Wednesday	Iconic News photos: Summary Response Due
Friday	Political/Editorial Cartoon : Summary Response Due

Week 13 11/16- 11/20

Monday	Book Covers: Summary Response Due
Wednesday	Movie Posters: Bring in DVD cover: Summary Response Due
Friday	Peer Review

Week 14 11/23- 11/27

Monday	In-Class Essay Test
Wednesday	Work day for presentations – No Class
Friday	Thanksgiving Holiday—No Class

Week 14 11/30- 12/04

Monday	Visual discourse analyses (papers) due. Presentations.
Wednesday	Presentations
Friday	Presentations; class evaluations.