

English 1301-University of Texas at Arlington
Monday, Wednesday, Friday
9:00-9:50(section 014)

Instructor: Wilton Wright
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Office Hours: Monday, Wednesday, Friday 10:00am to 11:00am, and by appointment.
Location: 519 Carlisle Hall

"To be what we are, and to become what we are capable of becoming, is the only end of life."
-- **Robert Louis Stevenson**

Texts:

Required Text: Kirszner	<i>The Blair Reader</i> 6 th edition (BR)
McKibben	<i>Deep Economy</i> (DE)
Graff	<i>They Say/I Say</i> (TS/IS)
Recommended: Hacker	<i>Writer's Reference</i> (UTA Custom)

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 they discuss.

This is an intensive hands-on writing workshop, which requires your participation in weekly writing workshops, peer review, and group work. You must have access to a computer and be able to use word processing software to complete your documents. Final drafts of all work must be typed in 12pt Times New Roman font, double-spaced, with one inch margins in Modern Language Association (MLA) format.

Student Learning Outcomes:

After successfully completing ENGL 1301, students will 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

Requirements:

READING – You are expected to complete all of the assigned reading for this course so that you may participate in classroom discussion and learning activities.

ESSAYS – You are required to write three essays: a literacy autobiography, a synthesis essay, and the OneBook essay related to McKibben's *Deep Economy*. Each essay must be of proper length and must follow the MLA format.

SUMMARY RESPONSES – These brief, two (2) page responses will enable you to analyze the assigned readings and therefore participate in class discussion. If you look at the course calendar you will see that there are seven (7) Summary Response due dates. You are responsible only for five (5). This means you can miss any two (2) you choose, as long as you have completed five (5) by the end of the semester. Responses are due on the dates marked on the course schedule.

*****Note:** All written assignments must be typed in 12pt font, Times New Roman, MLA headings, and 1" margins. Failure to comply with these specifications will result in substantial loss of points on the assignment.

FACEBOOK DISCUSSION - All students must maintain a Facebook membership throughout the semester and regularly check the "English 1301 Section 014" discussion boards. Students should be aware that they **ARE NOT** required to share any personal information, but simply maintain an account in order to participate in our academic conversations outside of class. For those students without an existing Facebook account, go to www.facebook.com and register for an account within the next week. In addition, you will be required to pose a discussion question on the Facebook discussion page. It is important to ask an open-ended question so that more than one answer is possible. Finally, you will be required to respond to questions your peers have posed. A separate handout will explain further details.

PRESENTATION -You will be assigned a formal presentation at the end of the semester. Oral communication is an excellent way to help generate writing topics and ideas. It will also help with your ability to speak formally before a group of people with confidence. Each presentation will last approximately five (5) minutes. While no formal writing will be turned in, you must use some kind of multimedia to aid your presentation (PowerPoint, video clips, music, photographs, a skit, interpretive dance, whatever). Creativity is key. Please dress accordingly.

ONEBOOK EVENT - All students must attend at least one (1) OneBook event at some point this semester and write a brief (no longer than one page) description of the event. Details and a complete event calendar to come.

Course Policies:

PARTICIPATION - I expect you to participate in all aspects of the course. Participation includes: completing all reading and writing assignments on time, participating in and being attentive to class discussion, responding to discussion questions posted by peers on Facebook, reflecting on assigned readings, respecting others' opinions and their right to express them, and cooperating and collaborating with your peers. 100 points (10% of your overall grade) comes from proper participation.

ATTENDANCE - Come to class. Your presence in class is important to the success of the class as a whole. Attending class will help you sharpen your reading, writing, and critical thinking skills which will, therefore, help you become a better writer. You may miss four class periods without penalty (this is over a week's worth of class time). After each additional missed class, I will deduct five (5) percentage points from your final grade. **Note: I do not differentiate between excused and unexcused absences. It is your choice to miss class for no reason or for a good reason. Choose carefully.**

PEER CRITIQUES - Writing is a process, not an event. Therefore drafting and rewriting are key components of any writing class. For each essay of the semester you will be asked to critique the work of your peers. Each peer critique is worth points toward your major assignments. These points can only be earned if you come fully prepared with an adequate draft and also provide adequate comments. **Note: If you miss a peer critique you cannot to make it up.**

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.

LATE ASSIGNMENTS -The syllabus clearly states when each and every assignment is due. Thus, if you do not turn in your assignments on the day they are due, they will not be given any credit. If you miss class on the day an assignment is due, you may turn it in early, have a friend or peer submit it before class, or email it to me before or during class. No late work will be accepted. Should you need to make special arrangements concerning assignments, please see me in advance of the assignments due date.

REWRITES - If you receive a failing grade on an essay, you must rewrite it. You will have

exactly one week after the essay is returned to you to complete the rewrite. Before beginning, students must schedule a conference to discuss the paper. Although it is not necessary, should you receive a grade you do not find acceptable, you may also choose to rewrite the essay. If you choose to rewrite a passing (70% or higher) essay, you are not required to schedule a meeting. The final grade for the rewritten paper will be the average of your original essay and the rewrite.

It is important to stress that a rewrite does not guarantee a better grade. Revision is not just fixing surface errors, deleting a few sentences, or adding a paragraph to the end. It must be evident to me that the paper has been thoroughly reworked to change a grade. You may not rewrite the final essay.

CELL PHONES –Please turn off your cell phones before class begins. I will not accept frivolous interruptions. This includes text messages and all other electronic devices.

DISRUPTIVE STUDENT CONDUCT – According to the **Code of Student Conduct and Discipline**, “students are prohibited from engaging 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).

Grading Policies: There are 1000 possible points for this course.

SCALE:

900-1000 = A

800-899 = B

700-799 = C

0-699 = F or Z

Grades in First Year Composition (FYC) are A, B, C, F, and Z. The Z grade is reserved for students who attend class regularly, participate actively, and fully 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 on a numerical 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 (GPA). They may repeat the course for credit until they do earn a passing grade. The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not fully complete assigned work.

You must complete all major essay projects 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.

ASSIGNMENTS:

5 (of 7 possible) Summary Responses (20 points each) = 100

Essay 1 (Literacy Autobiography) = 180

In-Class Essay = 50
Essay 2 (OneBook Essay) = 250
Essay 3 (Final Essay) = 220
Final Presentation = 50 points
Facebook Discussion = 50 points
Participation = 100 points

PLAGIARISM –All work done in this class must be your own, completed specifically for this course. You will be required to document any outside sources used in your writing by creating a bibliography. Anyone caught plagiarizing will automatically receive a zero (0) for the assignment. 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.

Miscellaneous:

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. I encourage each of you to use the Writing Center.

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.

*Course Calendar**

Week 1			
	Class Topic	Reading Due	Writing Due
Mon 8/24	Introduction to English 1301		
Wed 8/26	Diagnostic Essay		In-class diagnostic
Fri 8/28	Discussing the Academic Conversation	BR Douglass "Learning to Read and Write" (p 150-) TS/IS - Intro (1-13)	
Week 2			
Mon 8/31	Workshop: Summary Responses	TS/IS Chapters 1, 2, & 9	
Wed 9/2	Defining Literacy and Community	BR - Eighner "On Dumpster Diving" (454)	Due: Summary Response #1
Fri 9/4	Literacy Autobiography Invention strategies	In Class Handouts	
Week 3			
Mon 9/7	Labor Day No		

	Class		
Wed 9/9	(Census Date) Reading Processes. LA Organizational Strategies	BR - Erdrich "Two Languages" (146)	Due: Summary Response # 2
Fri 9/11	Workshop: Articulating Your Opinion	TS/IS - Chapters 4 & 5	
Week 4			
Mon 9/14	Workshop: Effective Peer Review		Due: LA Draft at least 2 pages.
Wed 9/16	Peer Review # 2		Due: Draft 2, Bring 3 copies of a 3 page draft
Fri 9/18	Discussing the Strengths & Weaknesses		Due: Literacy Autobiography
Week 5			
Mon 9/21	Discussing Social Networking	BR - Wellman, Staples, & Standage (341)	Due: Summary Response # 3
Wed 9/23	Discussing Family; In Class Essay Final Prep	BR - Wedgewood, Gallagher, & Howley (61)	
Fri 9/25	In Class Essay (Bring <i>Blair</i> , paper, & writing instruments)	BR - Fish, Robbins, & Taylor (201)	In Class Essay
Week 6			
Mon 9/28	Introduction to <i>Deep Economy</i> ; Defining sustainability	DE - Intro; Watch video on < www.storyofstuff.com/index.html >	
Wed 9/30	Workshop: Quoting & Paraphrasing	TS/IS Chapter 3 In Class DE Worksheets	
Fri 10/2	Discussing the Environment	DE - Chapter 1	Due: Summary Response # 4
Week 7			
Mon 10/5	Discussing Food	DE - Chapter 2, Watch Video on < www.dougefine.com >	
Wed 10/7	Library Day: DE Research		
Fri 10/9	Discussing American	DE - Chapter 3	Due: Summary Response # 5

	Individualism		
Week 8			
Mon 10/12	Workshop: Making an Argument that Matters	TS/IS - Chapter 6 & 7	
Wed 10/14	Library Day: MLA		
Fri 10/16	Discussing Wealth & Poverty	DE - Chapter 4	Due: Summary Response #6
Week 9			
Mon 10/19	Discussing the Possibilities for Change	DE - Chapter 5	Due: Summary Response #7
Wed 10/21	<i>Deep Economy:</i> Tying it together		
Fri 10/23	Writing Day, No Class		
Week 10			
Mon 10/26	Workshop: Clarifying your Thesis		Bring at least 2 pages of a draft
Wed 10/27	Class Discussion of DE Essays		
Fri 10/29	Peer Review		Bring 3 copies of a 3-4 page draft
Week 11			
Mon 11/2	Discussing Strengths & Weaknesses		Due: Deep Economy Essay
Wed 11/4	Intro to the Final Essay Project, Workshop Discovering Local Issues		
Fri 11/6	Student Led Discussions		Video Presentations
Week 12			
Mon 11/9	Research Day No Class		
Wed 11/11	Workshop: Narrowing your Focus		Bring at least 3 possible topics for your final paper
Fri 11/13	Thesis Workshop		Have a thesis statement for your final paper

Week 13			
Mon 11/16	Workshop: Metacommentary	TS/IS - Chapter 10	Last Day to post on Facebook
Wed 11/18	Peer Review #1		Bring at least 2 pages of a draft
Fri 11/20	Peer Review # 2		Bring 3 copies of a 3-4 page draft
Week 14			
Mon 11/23 & Tues 11/24	Conferences - No Class		
Wed 11/25	Thanksgiving - No Class		
Fri 11/27	Thanksgiving - No Class		
Week 15			
Mon 11/30	Presentations		Due: Final Essay
Wed 12/2	Presentations		
Fri 12/4	Presentations - Last Day of Class		
Week 16			
Mon 12/7	Finals - No Class		
Wed 12/9	Finals - No Class		
Fri 12/11	Finals - No Class		

* Course Calendar is **tentative**. The instructors reserve the right to modify the schedule as needed.