Course Description. English 1301 is a course in reading, writing, rhetorical analysis, and argument. Students read a wide variety of texts, practice recursive writing processes, and participate in university discourses. Organized around the OneBook, the course is linked to university co-curricular activities that invite students to participate in classroom, campus-wide, and national conversations about timely issues. Students read a wide variety of texts and complete both informal writing assignments and formal essay projects that draw upon outside sources as well as their own experiences.

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 Thinking, Reading, 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 an 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 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.
Canedy, A Journal for Jordan- The text will be utilized for class and forum discussion, select response journals, and it will be the basis for your final OneBook essay.
Graff and Birkenstein, They Say/I Say 2nd edition- We will discuss sections of this concise guide to writing for an academic discourse community
Wood, First-Year Writing: Perspectives on Argument (UTA custom textbook)

Description of Major Assignments:

Summary Responses
Throughout the semester, you will write five (out of nine) summary responses to texts we read for class. Each summary response should be 300-500 words and will be graded on a pass/fail scale. A passing summary response will include all of the following: 1) Summarize: Begin by stating in your own words the main message or central point of the piece and the major support for the central point. See TSIS Ch. 2 for more information about writing summaries. 2) Respond: A critical response is more than an opinion (I liked/didn’t like a reading or agreed/disagreed with a
To be “critical” requires identifying the criteria that informs your judgment (explaining why you had that response). 3) Synthesize: Finally, relate the reading to other texts we have read this semester and/or to class discussion topics and/or personal experience. Any summary response that does not include all these components or does not adequately explore the text will be considered incomplete and will not be accepted. All summary responses are due at the beginning of class on the day of the reading assignment. I will not accept any late summary responses. It is your responsibility to make arrangements with me before class if you know you will be absent, late, or you are having printer problems.

Visual Argument
In your visual argument, you will create a visual representation of your main claim on a 22x28 inches or 30x40 inches foam board. You will have 3 minutes to present your argument to the class. Please dress accordingly. A 450-500 word explanation of your visual argument will be turned in after the presentation.

Essay Projects
The Discourse Community Memoir (DCM), the Synthesis essay, and the OneBook Research Paper should be typed in 12-point Times New Roman font, double-spaced with 1-inch margins on all sides. Heading and citations should follow Modern Language Association (MLA) format guidelines. The DCM and Synthesis Essay require one draft for peer review, but the OneBook Research Paper requires two drafts before the final draft and a teacher conference, since it cannot be rewritten for a higher grade. When you turn in these projects, you must include all pre writings, drafts, comments, and peer reviews with the final draft in a two-pocket, paper folder. The final draft will be in the right pocket, with the other materials in the left. Your instructor may also request an electronic copy and/or your written permission to use your paper(s) as an example in a class. All drafts, comments, and peer review material must be turned in with the final project. A packet that does not have the process material will be considered incomplete and result in a 10 point deduction, which is separate from the penalties for missing peer review(s) and/or the teacher conference.

DCM
For this essay, you will make an argument explaining how you became part of a discourse community. An initial completed draft will be due on 2/14 for in-class peer review.

Synthesis Essay
For this essay, you will select a topic after reading texts on several of the following issues: war and peace; intersections of race, social class, and gender; ideals of masculine and feminine beauty; grief and trauma; and issues in autobiography/memoir. After learning a great deal about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim. An initial completed draft will be due on 3/21 for in-class peer review.

OneBook Essay
In your final essay, you will use the concepts you discussed in your synthesis essay to analyze representations of your issue in A Journal for Jordan and at least one other text. Two complete drafts will be due on 4/18 and 4/20 for in-class peer review. A teacher conference will also be required of every student before the final draft is due.

Grade Weighting. Your final grade for this course is based on a 100 point scale and will be calculated in the following manner:

<table>
<thead>
<tr>
<th>Essay Type</th>
<th>Weight</th>
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<tbody>
<tr>
<td>OneBook Essay</td>
<td>25 %</td>
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<tr>
<td>Synthesis Essay</td>
<td>25 %</td>
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<tr>
<td>Discourse Community Memoir</td>
<td>20 %</td>
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<tr>
<td>In-Class Essay Exam</td>
<td>15 %</td>
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<tr>
<td>Summary Responses</td>
<td>10 %</td>
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<tr>
<td>Visual Argument</td>
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<td>**Total</td>
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90-100 points A
80-89 points B
70-79 points C
Grades: Grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students’ educational experiences at UTA. Ninety-five percent of undergraduate courses at UTA require reading and writing skills. Therefore, it is in your best interest to hone your writing, reading, and critical thinking skills so that you can tackle diverse subjects with authority. 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. 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.

**Peer Reviews:** For each of the three essay papers students will be asked to discuss drafts in peer review groups. On peer review days you must submit a complete draft of your writing for each member of your group. We will work in groups of two to four. Peer Review allows you to view your writing from the reader’s perspective and to help others improve their work. **Do not miss Peer Review.** Not only will an absence be recorded, but 5 process points will be deducted from your overall essay grade. Plus, you will miss out on the valuable feedback from your peers that will improve your work. Additionally, a packet that does not have the peer review material will be considered incomplete and result in a 5 point deduction. The peer review deduction is separate from the 5 point deduction for missing a teacher conference and will be added in addition to any of the before mentioned penalties that might apply to student. Please bring 3 copies of your draft to class on these days.

**Teacher-Student Conference:** In addition to the peer review, the students will be required to attend a teacher-student conference. **This is only required for the OneBook Essay.** Students unable to make appointments outside of class can discuss other options with me. The students will be required to give me a rough draft at least two days before their scheduled meeting. Students who do not attend a teacher student conference for the OBRP will receive a 5 point deduction on the assignment. The teacher conference deduction is separate from the 5 point deduction for missing process work or peer review and will be added in addition to any of the before mentioned penalties that might apply to student.

**Conferences and Questions.** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

**Late Assignments:** Papers are due at the beginning of class on the due date specified. Late papers will not be accepted without penalization unless the instructor has agreed to late submission. Late papers start at midnight on the day the paper is due. For each day after the assignment is late you will be deducted a letter grade. This means that you have three days to turn the paper in before, on the fourth day, you receive a failing grade for the assignment. If we do not have class on the day you finish, email me the paper and bring a hardy copy to the next class date. If I do not receive a hard copy, I will not grade the late paper. **A late paper is also any paper a student fails to turn in during class on the due date because of an unexcused absence.** If you are having problems writing a paper, please see me during my office hours (or make an appointment). I am glad to help get you started.

Less than 70 points- Z if all work is fully completed; otherwise, you will receive an F. **It is your responsibility to keep ALL of your papers until the end of the course.**
**Attendance/Late Policy:** To meet the student learning outcomes for this course, you need to come to class. ENGL 1301 is not primarily a lecture course, and most of our time will be spent discussing readings. Because of this, after **four absences**, each additional absence will cause your grade to drop half a letter grade. Students who are absent on days assignments are due are required to turn in the assignment before class; papers not turned in because of an absence will be considered late. If an emergency arises, please discuss this with your professor as soon as possible. Students showing up **15 minutes late** for class will also be considered absent. Students who obtain perfect attendance will be rewarded with 1 bonus point.

**Class Decorum:** Since we are all adults and this is a college course, I fully expect that you will conduct yourselves in an adult manner in the classroom and that you will take responsibility for your words and actions. Disruptions and offensive language will not be tolerated, including the ringing of cellular phones and use of personal computers. You are required to participate in all discussions and activities of the course in a thoughtful and engaged manner. Your reading and assignments, through careful reflection, should prepare you for such participation. In doing so, be mindful of your peers and avoid any harmful or offensive language. **Disrespectful behavior is grounds for dismissal from the class.** This will mean an absence for the day and a required appointment with me before the next class meeting.

**Disruptive Student Conduct:** 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 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 or Operating Procedures, Ch. 2, Sec. 2-202).

**Class Participation:** Attending class does not simply mean being in class; attending class means coming to class prepared and ready to discuss reading and writing assignments. Being active in participation requires that your head is off your desk and your cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices are turned off, silenced, and put away before entering class. This also applies to anything that does not pertain to class discussion: such as books, newspapers, magazines, and so on. Figured into your class participation will be quizzes given throughout the semester.

**Formatting and Presentation:** All assignments should be in MLA format. We will review this format in class, and you can also see a writing handbook for guidelines. In general, this means that assignments must be typed in 12-point font (Times New Roman for this class), double-spaced, with one inch margins all around. The first page should contain a heading and title. MLA parenthetical citations and works cited lists are also required when appropriate.

**Dropping the Course:** If, during the course of the semester, you choose to drop this class, it is your responsibility to fill out the appropriate documentation and pursue the procedure for dropping a course. The last day to drop classes is April 1st.

**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.

**E-Culture Policy:** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you
have consulted the syllabus for answers before you send me an email. Also, as stated earlier, assignments will not be accepted through email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend. The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at [http://www.uta.edu/oit/email/](http://www.uta.edu/oit/email/). There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**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](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 become a better editor of your own writing. I encourage each of you to use the Writing Center.

**Library Research Help for Students in the First-Year English Program.**

UT Arlington Library offers many ways for students to receive help with writing assignments:

**Paper's Due Drop Inn.** The Paper’s Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, in room B20 (located in the basement of Central Library), librarians will be available to assist students with research and/or citation. On most days, there will also be a tutor available from the Writing Center who can help with any problems students may have with organizing or writing papers.

**Course-Specific Guides.** All First-Year English courses have access to research guides that assist students with required research. To access the guides go to [http://libguides.uta.edu](http://libguides.uta.edu). Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help.

**Virtual Office Hours.** Librarians who specialize in first-year students will be available online two evenings each week to assist students with research and citation. The ENGL 1301 and ENGL 1302 research guides include a chat box that makes it possible to IM a librarian without logging in to your own account. This page will also indicate the exact days/times the service is available. During Virtual Office Hours, students can IM the librarian at utavoh.

**Additional Academic Resources.** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [http://www.uta.edu/universitycollege/](http://www.uta.edu/universitycollege/) for more information.

**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](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.
Online Reserves: Several of the readings are online and are accessible to you via the course website. Despite the “electronic versions,” you are still required to bring the reading(s) to class so we can have in-depth discussions over the material. This means printing off the reading(s) from the website.

Course Schedule
(All dates and assignments are subject to change)

I have made this calendar as accurately as possible to help you prepare for the semester ahead. However, changes might be necessary. Thus, I reserve the right to make any changes necessary. If I need to update the syllabus, I will inform you via email and in class, and I will post the updated syllabus and “reserve” items online.

Week One
1/19: Syllabus
    Introduction to course and each other

Unit One: Identifying an Academic Community

Week 2
1/24: Introduction to Argument
Read: FYW Chapter 1
      TSIS Preface & Intro
Discuss: Summary Response Models

1/26: Read: Eighner, “On Dumpster Diving”
Assign: Discourse Community Paper
Due: Summary Response #1

Week 3
1/31: Library Day: Academic Integrity
    Class Meets in Library
    Due: Discourse Community Chart

2/2: Read: Rodriguez “Aria” and Tannen “Marked Women”
Due: Summary Response #2
Discuss: Peer Review Models

Week 4
2/7: Read: TSIS Ch. 1, 4, 5
Discuss: DCM Model

2/9: Essay Arrangement and Planting a Naysayer
Read: TSIS Ch. 6-8
      FYW Ch. 4
      “Shitty first Drafts” (reserve)

Week 5
2/14: In-Class Peer Review
Due: Discourse Community Memoir Draft 1
    Bring 3 Copies to Class!

Unit 2: Synthesizing Ideas Within a Discourse Community

2/16: Synthesis and Citations
Read:  TSIS Ch. 3
Due:  Discourse Community Memoir
Assign:  Synthesis Essay

Week 6
2/21:  The Rhetorical Situation
Read:  FYW Ch. 2
TRACE Application

2/23:  Intersections of Race, Class, and Gender
Read:  Deresiewicz “The Dispossessed”
       Payne “Hidden Rules Among Classes”
       Haydar “Veiled Intentions: Don’t Judge a Muslim Girl by Her Covering”
       Theroux’s “The Male Myth”
Due:  Summary Response #3

Week 7
2/28:  War and Peace
Read:  O’Brien “How to Tell a True War Story”
       Sacco “Complacency Kills”
       LeGuin “The Ones Who Walked Away From Omelas”
Due:  Summary Response #4

3/2:  Autobiography/ Life Writing
Read:  Sherman Alexie, “The Unauthorized Autobiography of Me” (Handout)
       Smith & Watson “A Tool Kit: Twenty Strategies for Reading Life Narratives”
Visit:  www.fallsapart.com
Assign:  Discourse Community Chart
Due:  Summary Response #5

Week 8
3/7:  IN CLASS EXAM: Please Bring a Bluebook

3/9:  Thesis and Quotations Workshop
Due:  Tentative Thesis and 3 Supportive Reasons
Read:  TSIS Ch. 8-10
Review: MLA Guidelines

Week 9
3/14:  NO CLASS: SPRING BREAK

3/16:  NO CLASS: SPRING BREAK

Week 10
3/21:  In-Class Peer Review
Due:  Synthesis Essay Draft 1
      Bring 3 Copies to Class!

Unit 3: Locating Yourself Within the Discourse Community

3/23:  Evaluating the Writing Process
Read:  FYW Chapter 11
Due:  Synthesis Essay
Assign:  OneBook Essay
Week 11
3/28: A Journal for Jordan Ch. 1-5
Due: Summary Response #6
3/30: Read: A Journal for Jordan Ch. 6-8
Due: Summary Response #7

Week 12
4/4: Read: A Journal for Jordan Ch. 9-14
Due: Summary Response #8
4/6: Read: A Journal for Jordan Ch. 15-17, Epilogue, Author’s Note
Mills “Friendship, Fiction, and Memoir: Trust and Betrayal in Writing from One’s Own Life”
Due: Summary Response #9

Week 13
4/11: OneBook Essay Invention Exercises: Themes and Topics
4/13: Thesis and Supportive Reasons Workshop
Due: Come to Class with Thesis and 3 Supportive Reasons

Week 14
4/18: In-Class Peer Review
Due: One Book Essay Draft 1
Bring 3 Copies to Class!
4/20: In-Class Peer Review
Due: One Book Essay Draft 2
Bring 3 Copies to Class!

Week 15
4/25: Intro to Visual Argument
Assign: Visual Argument
Read: FYW Ch. 10
Due: OneBook Essay
4/27: Visual Argument Invention Work
Presenting Your Argument and Oral Communication Exercises
Visual Argument Examples and Discussion

Week 16
5/2: Student Presentations
Due: Visual Argument –Poster
5/4: Student Presentations
Due: Visual Argument –Poster