English 1301: Reading, Writing, and Critical Thinking I

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

ENGL 1301 Expected Learning Outcomes. By the end of ENGL 1301, students should be able to:

Rhetorical Knowledge
• Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts
• Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
• Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations

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

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 to critique their own and others’ texts

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.
Canedy, *A Journal for Jordan*
Graff and Birkenstein, *They Say/I Say* 2nd edition

Description of Major Assignments.

**Summary Responses/Reading Responses/Reading Quizzes:** Each summary response/reading response should be two double spaced pages. **Summary responses** should include 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:** Next, say what you think about the reading and why you respond the way that you do. A critical response is more than an opinion (I liked/didn’t like a reading or agreed/disagreed with a point). 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. **In addition, all students enrolled in the class must attend at least one OneBook campus activity during the semester and submit a summary response about that activity.** The OneBook activity calendar can be found online at www.uta.edu/onebook. More specific **reading response** prompts may be provided during the Synthesis and OneBook units. **Reading quizzes** will be assigned if students do not come to class prepared. There are nine summary responses assigned to readings over the semester. A tenth is required as a response to the OneBook event that you attend. The response to the event is due one week after the event takes place.

**Discourse Community Memoir (due 2/15):** For this essay, you will make an argument explaining how you became part of a discourse community.

**Synthesis Essay (due 3/8):** 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.

**OneBook Essay (due 4/19):** 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. You will present your argument to the class.

**Visual Argument (due 4/7):** In your visual argument, you will create a visual representation of your main claim and support from your OneBook Essay. You will present your argument to the class.

**In-Class Essay Exam (due 3/29):** The in-class essay exam will test your ability to discuss a text and to apply the principles of critical reading discussed in class.

**Peer Reviews.** Each essay will include mandatory peer review workshops. You 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.**

**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.

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.

Your final grade for this course will consist of the following (on a 1000 point scale):

- Discourse Community Memoir: 200
- Synthesis Essay: 250
- OneBook Essay: 250
- Visual Argument: 100
- Responses/Quizzes: 100
- In-Class Essay Exam: 100

Final grades will be calculated as follows: A=900-1000, B=800-899, C=700-799, F=690 and below; Z=see the Z grade policy above.

**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.

**Late Assignments.** Papers are due at the beginning of class on the due date specified. Summary responses **will not** be accepted late. Assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission **in advance of the due date.** For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

**Revision policy.** Revision is an important means for improving both the writing process and the final product. Students have the option of revising two major essays—the Discourse Community Memoir and Synthesis Essay—after they have been graded. The original grade and revision grade will be averaged to arrive at the student’s final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade.

**Attendance Policy.** Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in ENGL 1301. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must
inform the instructor in writing at least one week in advance of an excused absence. After accruing four unexcused absences in a T/Th class, students will be penalized 5% off their final grade for each additional absence. I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities. Habitual tardiness is one indication of poor time management and life preparation.

Classroom behavior. Class sessions are short and require your full attention. 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. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

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). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

Academic Integrity. 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 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 textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

Americans with Disabilities Act. The University of Texas at Arlington is on record as being
committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Drop Policy.** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Writing Center.** The Writing Center, Room 411 in the Central Library, provides tutoring for any UTA student with a writing assignment. Writing Center tutors are carefully chosen and trained, and they can help students at any stage of their writing processes, 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 students’ errors or rewrite the assignment for them, but tutors will help students become better editors of their own writing. Tutors are familiar with the requirements for most assignments in first-year English classes. Tutoring sessions last no longer than 30 minutes, and students are limited to one tutoring session a day and two sessions a week. Students can schedule Writing Center appointments by logging in to www.rich37.com/uta. During their first visit to the web site, students must complete a brief registration form. On subsequent visits, they can go directly to the schedule to make their appointments. Students who come to the Writing Center without an appointment are helped on a first-come, first-served basis as tutors become available. During long semesters, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. For summer hours or for additional information, students should visit the Writing Center web site, www.uta.edu/owl.

**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. 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 utovah.

**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 www.uta.edu/resources for more information.

**Electronic Communication 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. 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/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.
**Course Schedule.** Assignments are due on the day they are listed.

**Week 1:**
Tuesday 1/18  
Introduction to Course  
HW: Read *The Blair Reader*, 87-106 (articles by Pink, Murray, Cheever, & Sommers)

Thursday 1/20  
Discussion of Rhetorical Situation  
Introduction to Discourse Community Memoir  
HW: Read *The Blair Reader*, 239-255 (on social networking), *They Say, I Say*, chapter 2.  
**Write summary response one.**

**Week 2:**
Tuesday 1/25  
Rhetorical Situation, Continued  
Invention  
HW: *The Blair Reader* 150 “Sexism in English.” Begin working on your draft.

Thursday 1/27  
Rhetorical Strategies  
HW: Read *TSIS* ch. 4-5; *The Blair Reader* p. 432 (article by Robert Reich). Finish first draft of Discourse Community Memoir. Bring two copies to class on Thursday.

**Week 3:**
Tuesday 2/1  
Discussion of the goals and processes of peer workshopping.  
Peer Workshop First Draft of Discourse Community Memoir  
HW: *The Blair Reader* p. 438 (A&P by Updike). **Write summary response 2 on Reich and Updike.**

**WEDNESDAY 2/2: CENSUS DATE**

Thursday 2/3  
Discussion of the role of genre.  
Group Exercise: *They Say I Say*  
HW: Second Draft of Discourse Community Memoir

**Week 4:**
Tuesday 2/8  
Peer Workshop for Draft 2 of Discourse Community Memoir  
HW: *The Blair Reader* 280 (Farrell); 286 (Cohen); **Summary Response 3.**
Thursday 2/10
Discussion of gender and identity.

Week 5:
Tuesday 2/15
Introduce Synthesis Essay
**DISCOURSE COMMUNITY MEMOIR DUE TODAY**
HW: *A Journal for Jordan* Chapters 1-4

Thursday 2/17
Discussion of *Journal for Jordan*, focus on intended audiences and authorial positions.
HW: *A Journal for Jordan* Chapters 5-8
First draft of synthesis essay.

Week 6:
Tuesday 2/22
Workshop first draft of synthesis essay.
HW: Read Chapters 9-12 from *A Journal for Jordan*

Thursday 2/24
Discussion of MLA Formatting and proper citation.

Week 7:
Tuesday 3/1
NO REGULAR CLASS—INDIVIDUAL CONFERENCES REGARDING SECOND DRAFT OF SYNTHESIS ESSAY
HW: Read Chapters 13-15 from *A Journal for Jordan*

Thursday 3/3
Argumentative Appeals: Pathos, Logos, Ethos
HW: **Writing Response 4** (Give examples of ads that employ Pathos, Logos, and Ethos and give a description of how these ads employ the techniques of these appeals).

Week 8:
Tuesday 3/8
**SYNTHESIS PAPER IS DUE TODAY**
Pathos, Logos, Ethos continued.
HW: Read Chapters 16-17 and Epilogue from *A Journal for Jordan*
Thursday 3/10
Introduce OneBook Essay and Poster Project
TSIS chapters 6 and 7.
HW: Read The Blair Reader 480-498 (on Environmentalism); **Summary Response 5.**

3/14-3/18: Spring Break

Week 9:
Tuesday 3/22
Discussion of Visual Arguments
HW: Blair Reader 369 (Kunstler). **Summary Response 6.**

Thursday 3/24
Watch *Bowling for Columbine*

Week 10:
Tuesday 3/29
**In-class essay exam**

Thursday 3/31
On maintaining your own voice. *TSIS* Ch. 9

Friday 4/1—LAST DAY TO DROP CLASSES

Week 11:
Monday 4/4—Registration opens

Tuesday 4/5
Peer Review of Draft 1 of OneBook Essay

Thursday 4/7
**OneBook Poster Due—Miniature poster session.**

Week 12:
Tuesday 4/12
NO REGULAR CLASS—INDIVIDUAL CONFERENCES WILL BE SCHEDULED TO DISCUSS COMPLETE SECOND DRAFTS.
HW: The Blair Reader: 569-580 (On Intelligent Design). **Summary Response 7.**

Thursday 4/14
Discussion about the rhetoric of intelligent design debates.
HW: *The Blair Reader*: 445-463 (Murphy, Risen, Barrera). **Summary Response 8.**

**Week 13:**
Tuesday 4/19

**ONEBOOK ESSAYS DUE TODAY**
Discussion of Outsourcing issues
HW: *The Blair Reader*: 601 (Orwell); 632 (McCarthys). **Summary Response 9.**

Thursday 4/21
Discussion of Readings
HW: *Blair Reader*: 665 (Le Guin).

**Week 14:**

Tuesday 4/26
Discussion of Readings.

Thursday 4/28
Presentations

**Week 15:**
Tuesday 5/3
Presentations

Thursday 5/5
Presentations, Wrap up, evaluations. **LAST DAY TO TURN IN SUMMARY RESPONSE 10**
ENGL 1301 Syllabus Contract
I have read and understood the syllabus, and I agree to abide by the course policies.

_____________________________________
Print Name

_____________________________________
Signature          Date