Critical Thinking, Reading, and Writing I  
(1301.003)  
TR 6:00-7:50  
PH 100

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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.

Course Materials
Diana Hacker, A Writer’s Reference, 6th edition  
Bill Mckibben, Deep Economy

Grade Distribution:

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<tr>
<td>Essay Project One</td>
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<td>Essay Project Two</td>
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<td>Essay Project Three</td>
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<td>In Class Essay</td>
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<td>Summary Responses</td>
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<td>In-class Daily Writing</td>
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<td>Symposium</td>
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Grading Standards
Final grades will be A, B, C, Z, or F. The English Department at UTA does not assign the grade D in first-year English courses. If all coursework is completed, but is below a C, the grade Z will be given. The Z grade does not effect the GPA. When the course is repeated, the other grade earned will replace the Z. The F grade is only earned if the coursework is not completed. It is important to note that the Z grade does not lower the GPA; an F does lower the GPA. The advantage to the Z grade is that it was not created to punish students. Rather, it allows hard working students the opportunity to improve their skills without penalty to the GPA. Work not turned in on the due date will be deducted by two points per day late.

Final Review Week
A period of five class days prior to the first day of final examinations in the long session shall be designed as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.
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 93-112--The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled American 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 accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designed administrative channels.

Learning Outcomes

Academic Dishonesty
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, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

Attendance
Attendance I will grade more on actual participation than on mere attendance. However, because this course relies heavily on class discussion and because we cover a lot of material each class period, your attendance is very important. Everyone has three excused absences, which means that you needn’t tell me why you miss three classes. Each absence after three will lower your course grade five points. If you miss six class periods or more, you will probably fail the course. Given that illness and family emergencies are unpredictable, it would be wise not to use up all three excused absences in the beginning of the semester.

Re-Write Policy
If a Z is made on a paper, you must visit the writing center before re-submitting the essay. For other assignments, only the first exploratory and first position paper may be re-written. You must turn in the graded paper and the revised paper together for a re-submission. They will be averaged together for the final grade.

Student Support Services
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and translation, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success.

The Writing Center
The Writing Center offers tutoring for any writing you are assigned while a student at UT-Arlington. From June 3, 2009, to June 25, 2009, the Writing Center will be in temporary quarters in Room 511 of the Central Library. On June 28, the Writing Center will return to its permanent location, Room 411, of the Central Library. During Summer 2009, Writing Center hours are 9 a.m. to 2 p.m., Monday through Thursday, and 2 p.m. to 6 p.m., 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.

**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
Reading Schedule: All Readings and Due Dates Subject to Change

4 June Introduction; Writing Process; “Harmony at Home”; the summary response paper


11 June from “Changing American Families,” Judy Root Aulette; Visual Portfolio: Reading Images of American Families”; “It Takes a Family: Conservatism and the Common Good,” Rick Santorum; “What is Marriage?” Evan Wolfson; **Two Summary Responses Due; In Class Writing**

16 June Peer Review
18 June Peer Review

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23 June **Paper One Due; Deep Economy (DE), Pages 1-45 (Introduction and Chapter 1)**

25 June **DE Pages 46-94 (Chapter 2); Writing Response Due**

30 June **DE Pages 95-128 (Chapter 3); essay prompt**

2 July **DE Pages 129-176 (Chapter 4); invention exercise; picking a theme; thesis discussion; Writing Response Due**

7 July **DE Pages 177-232 (Chapter 5); thesis workshop; developing a thesis; Writing Response Due**

9 July Workshop; Research;

14 July Peer Review
16 July Peer Review

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21 July **Paper Two Due:** “True Women and Real Men” intro; “How the Americans Understand the Equality of the Sexes,” Alexis de Tocqueville; “Girl,” Jamaica Kincaid; “Becoming Members of Society: Learning Social Meanings of Gender” Aaron H. Devor; **Writing Response Due; In Class Writing**

23 July “The Story of My Body,”; Judith Ortiz Cofer; “Veiled Intentions: Don't Judge a Muslim Girl by Her Covering,” Maysan Haydar“ Visual Portfolio: Reading Images of Gender; “Two Ways a Woman Can Get Hurt,” Jean Kilbourne; **Writing Response Due; In Class Writing**


30 July Peer Review

4 August Peer Review

6 August **Paper Three Due; Symposium**