English 1301: Rhetoric and Composition I

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ENGL 1301 Rhetoric and Composition I: Introduction to college reading and writing. Emphasizes recursive writing processes, rhetorical analysis, synthesis of sources, and argument.

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.
Skloot, The Immortal Life of Henrietta Lacks
Graff and Birkenstein, They Say/I Say 2nd edition
First-Year Writing: Perspectives on Argument (2011 UTA custom edition)
Ruszkiewicz et al, The Scott, Foresman Writer (UTA custom edition)

Description of Major Assignments.
Summary Responses/Reading Responses: 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.
Rhetorical Analysis
Discourse Community

Your final grade for this course will consist of the following:  
Discourse Community Analysis: 25%
Rhetorical Analysis: 25%

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 activities are included on the course calendar below and can be found online at www.uta.edu/onebook. More specific reading response prompts will also be provided. Additional Reading quizzes will be assigned if students do not come to class prepared.

Discourse Community Analysis (final draft due 9/16): For this essay, you will make an argument explaining how you became part of a discourse community.

Rhetorical Analysis (final draft due 10/7): For this essay, you will select an essay cluster on one of the following topics: Fat Taxes, Is College Worth It?, Race, Same-Sex Marriage, and Social Class. You will write a rhetorical analysis of a designated essay from your selected cluster.

Synthesis Essay (final draft due 11/4): For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

In-Class Essay Exam (take on 12/7): The in-class essay exam, which you will take on the last day of class, will require you to write a letter to your ENGL 1302 teacher that discusses what you have learned this semester and what you hope to learn in ENGL 1302.

Quizzes/Daily Assignments: Quizzes may be administered on a regular basis, usually at the beginning of class, to test student understanding of the assigned readings and specific writing concepts. Much of the daily work in the classroom will be graded as well, so make sure to put forth an earnest effort in completing these assignments.

Visual Argument Presentation: (present on 11/30 and 12/2) For this project, you will construct a visual representation of the argument you made in the synthesis essay, and then present it to the class, explaining the reasoning behind your aesthetic choices. Your visual argument can be in either physical (ex: poster) or electronic (ex: PowerPoint) form.

Folder Policy: Major essays must be submitted in paper format, not electronically, and in a folder. For final drafts of major essays, include all process materials in the folder as well (previous drafts, notes regarding the essay, peer review work) to receive full credit for the assignment.

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 participate in peer review, 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:
Discourse Community Analysis: 25%
Rhetorical Analysis: 25%
Synthesis Essay 25%
Response Papers 10%
Quizzes/Daily Assignments 5%
In-Class Essay 5%
Visual Argument Presentation 5%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69% 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. 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 class 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 unless you have made prior arrangements with the instructor.

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 Analysis and Rhetorical Analysis—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 six unexcused absences in a T/Th class or six unexcused absences in an M/W/F class, students will be penalized two points 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. Put away 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](http://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, offers guidance on any writing you are assigned while a student at UT-Arlington. During Fall 2011, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 1 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Appointments are for 45 minutes and students should bring a printed copy of their assignment sheet, any instructor or peer comments and their draft to the appointment. You may register and schedule appointments online at [http://uta.mywconline.com](http://uta.mywconline.com).

Writing Center consultants assist students with all aspects of writing, from understanding an assignment to revising an early draft, to polishing a final document. However, the Writing Center is not a document editing service; consultants will not correct or identify every grammar or spelling error, nor will they rewrite student assignments. They will help students focus on improving their writing skills and help students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation and editing errors.

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, on the 2nd floor of Central Library (to your right when you exit the elevator; to your left when you exit the stairwell), librarians will be available to assist students with research
and/or citation. On most days, there will also be a consultant 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.

**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](http://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 Blackboard. 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/](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.

**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.

**OneBook Events:** Students are required to attend one of the OneBook events for the semester and write a response paper about their experience. Please choose to attend one of the following:

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**“Henrietta Lacks’ Immortal Cells: Bioethics and Injustice”**
Dr. Tim Henry, Assistant Dean of UTA Honors College
12: 30 PM, September 6, Bluebonnet

In this multimedia presentation, one of UTA’s most dynamic biology professors explores the intersection between bioethics, prejudice, and science through the fascinating life and experiences of Henrietta Lacks. This accessible presentation is an indispensable introduction to this year’s OneBook, Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*. What should we look for in this bestselling work of nonfiction? How does the life of Henrietta Lacks intersect with our present lives and future? These and other engaging questions will be at the center of Dr. Henry’s provocative discussion of bioethics.

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**“Escaping Melodrama: Rethinking the Immoral Tuskegee and Guatemala Medical Experiments”**
Dr. Susan Reverby, Wellesley College
7 PM, October 19, Rosebud

Susan M. Reverby is the Marion Butler McLean Professor in the History of Ideas and Professor of Women’s and Gender Studies at Wellesley College. Dr. Reverby has completed two books on what is referred to as the infamous “Tuskegee” syphilis study (1932-72), the longest-running non-therapeutic research study in U.S. history that involved the United States Public Health Service and more than 600 African-American men in the countries surrounding Tuskegee, Alabama. The study has become a central metaphor for distrust of the health care system and the key example of unethical research. In January of 2011, Dr. Reverby published a groundbreaking study about disturbing medical experiments conducted by the U.S. government in Guatemala between 1946 and 1948. In these experiments, the U.S. Public Health Service deliberately injected hundreds of Guatemalan prisoners and soldiers with syphilis to test the effectiveness of penicillin. Apart from gathering worldwide coverage, Dr. Reverby’s revelations led to a public apology by President Barack Obama to President Colom of Guatemala, and to the creation of a Presidential Commission for the Study of Bioethical Issues.

“Your Grade’s in JEOPARDY!”
Evelyn Barker and Gretchen Trkay, Information Literacy Librarians, UT Arlington
Wednesday, September 21, Noon, Nedderman Hall, Room 100
Sponsored by the Office of Student Conduct and the UT Arlington OneBook Program

Modeled on the popular television show, Your Grade’s in JEOPARDY! has three rounds with five categories each relating to academic integrity, intellectual property and copyright. Students compete in teams for prizes.

**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. Readings should also be completed by the day they are listed.

<table>
<thead>
<tr>
<th>Syllabus Abbreviations</th>
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<tr>
<td><strong>TSIS:</strong> They Say/I Say</td>
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<td><strong>SFW:</strong> The Scott, Foresman Writer</td>
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<td><strong>FYW:</strong> First-Year Writing: Perspectives on Argument</td>
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<td><strong>ILHL:</strong> The Immortal Life of Henrietta Lacks</td>
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**Week One**

Fri. 8/26-Introductions

**Week Two**

Mon. 8/29-Introduction to Argument
DUE: Final Page of Syllabus, Signed and Dated

Wed. 8/31-Rhetorical Situation and Thesis Statements
READ: Harlon Dalton, “Horatio Alger”, FYW Ch. 1

Fri. 9/2- Assign Discourse Community Analysis

Myers, "What Class Warfare Really Means", FYW Ch. 2
DUE: Response Paper #1

**Week Three**
Mon. 9/5- Labor Day Holiday: No Class

**ONEBOOK EVENT:** Tues. 9/6—Dr. Tim Henry, 12:30 PM, Bluebonnet

Wed. 9/7-Logos, Pathos, Ethos
READ: Deresiewicz, "The Dispossessed" Norton, "Americans Underestimate. . .", FYW Ch. 3

Fri. 9/9- Peer Review
**DUE: Discourse Community Analysis Rough Draft**

**Week Four**

Mon. 9/12- MLA Format, Quoting, and Paraphrasing
READ: Scott/Leonhardt, "Shadowy Lines That Still Divide", Balko, "What You Eat is Your Business"

Wed. 9/14- Providing Evidence
READ: Brownell/Frieden, "Ounces of Prevention. . .", FYW Ch. 4

Fri. 9/16-Online Research Methods
**DUE: Discourse Community Analysis Final Draft**

**Week Five**

Mon. 9/19- Writing about Contemporary Social and Political Issues
READ: Michael Pollan, “Attacks on the ‘Food Police.’”, *TSIS* Ch. 1-3

Wed. 9/21- Assign Rhetorical Analysis
READ: Quindlen, "Public and Private; Evan's Two Moms" Gallagher, "What is Marriage For"

**ONEBOOK EVENT:** Wed. 9/21—Evelyn Barker and Gretchen Trkay, Noon, Nedderman Hall, Room 100

Fri. 9/23-Sample Rhetorical Analysis
READ: Howley, "Marriage Just Lets the States Back In" , FYW Ch. 5
**DUE: Response Paper #2**

**Week Six**

Mon. 9/26-Responding to a Naysayer
READ: O'Brien, "Against Gay Marriage", Wedgwood, "What are We Fighting For?", *TSIS* Ch. 4-5

Wed. 9/28-Rogerian Argument
READ: Rebecca Mead, “Learning by Degrees”, FYW Ch. 8

Fri. 9/30- Peer Review
READ: Sarah Lacy, “Peter Thiel: We're in a Bubble . . .”, Louis Menand, “Live and Learn: Why We Have College”
**DUE: Rhetorical Analysis Rough Draft**

**Week Seven**

Mon. 10/3-Explaining Relevance/Significance
READ: Pew Social & Demographic Trends, “Is College Worth It?”, *TSIS* Ch. 6-7

Wed. 10/5-Academic Voice, Transitions
READ: Jacques Steinberg, “Plan B: Skip College”, *TSIS* Ch. 8-10

Fri. 10/7-Role of Audience
READ: FYW Ch. 6
**DUE: Rhetorical Analysis Final Draft**
**Week Eight**

Mon. 10/10- Avoiding Plagiarism  
READ: FYW Ch. 10

Wed. 10/12- Introductions and Conclusions  
READ: FYW Ch. 11

Fri. 10/14-Invention Processes  
READ: FYW Ch. 12  
**DUE: Response Paper #3**

**Week Nine**

Mon. 10/17- Assign Synthesis Essay  
READ: FYW Ch. 13

Wed. 10/19- Sample Synthesis Essay

**ONEBOOK EVENT: Wed. 10/6—Dr. Susan Reverby, 7 PM, Rosebud**

Fri. 10/21- *ILHL* Rhetorical Situation Analysis  
READ: *ILHL* Prologue, Ch. 1-2

**Week Ten**

Mon. 10/24- *ILHL* Audience and Exigence  
READ: *ILHL* Ch. 3-4

Wed. 10/26- Objective vs. Argumentative Analysis  
READ: *ILHL* Ch. 5-6

Fri. 10/28- Peer Review  
READ: *ILHL* Ch. 7-8  
**DUE: Synthesis Essay Rough Draft**

**Week Eleven**

Mon. 10/31-Synthesis Essay Workshop  
READ: *ILHL* Ch. 9-10

Wed. 11/2- Elaboration and Example  
READ: *ILHL* Ch. 11-13

Fri. 11/4- Synthesis Essay Reflections  
READ: *ILHL* Ch. 14-15  
**DUE: Synthesis Essay Final Draft**

**Week Twelve**

Mon. 11/7- Bioethical Issues in *ILHL*  
READ: *ILHL* Ch. 16-17

Wed. 11/9- Rhetorical Appeals in *ILHL*  
READ: *ILHL* Ch. 18-19

Fri. 11/11- Rhetorical Appeals in *ILHL*  
READ: *ILHL* Ch. 20-21
Week Thirteen

Mon. 11/14- Evolution of Rhetorical Situation
READ: *ILHL* Ch. 22-23

Wed. 11/16- Bioethical Issues in Agribusiness (*Future of Food*)
READ: *ILHL* Ch. 24-26

Fri. 11/18- Bioethics Film
READ: *ILHL* Ch. 27-29
DUE: Response Paper #4

Week Fourteen

Mon. 11/21- Assign Visual Argument Project
READ: *ILHL* Ch. 30-31, FYW Ch. 9

Wed. 11/23- Logos, Pathos, and Ethos in Visual Argument
READ: *ILHL* Ch. 32-34

Fri. 11/25- Thanksgiving Holiday: No Class

Week Fifteen

Mon. 11/28- *ILHL* Summative Analysis
READ: *ILHL* Ch. 35-36

Wed. 11/30- Visual Argument Presentations
READ: *ILHL* Ch. 37-38. Afterword

Fri. 12/2- Visual Argument Presentations
DUE: Response Paper #5

Week Sixteen

Mon. 12/5- Rhetorical Chairs

Wed. 12/7- In-Class Essay

Fri. 12/9- Course/Instructor Evaluation
ENGL 1301 Syllabus Contract

I have read and understood the syllabus, and I agree to abide by the course policies.

________________________________________  ____________
Print Name                                      Date

________________________________________
Signature                                      Date