**ENGL 1301-014: Rhetoric and Composition I**

**8:00-9:20AM, Pickard Hall 109**

**Instructors**: Mr. Sean Farrell and Ms. Brittany Whitstone (Teacher of Record)

**Contact**:

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| **Brittany Whitstone (Teacher of Record)**  Email: whitston@uta.edu  Office: Carlisle 520  Hours: Monday 11:30AM-12:30PM, Thursday 11:00AM-1:00PM | **Sean Farrell**  Email: farrells@uta.edu  Office: Carlisle 409  Hours: TR 10:00AM-11:30AM |
| **If you contact us by email, you must always use a UTA email address.** | |

Phone (Messages Only): 817-272-2692

**Course Description**: 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:

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| --- | --- |
| **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 those 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**

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*. 2nd edition.\*

*First-Year Writing: Perspectives on Argument*. 2012 UTA custom 3rd edition.\*

Ruszkiewicz et al., *The Scott, Foresman Writer*. UTA custom edition.\*

\* You MUST have the correct edition of each book. Editions change substantially between printings, and I will not be responsible for finding new page numbers, filling in the gaps of added material for you, etc.

**Grades**

Final grades in First-Year Composition 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 FYC plays 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, and/or do not complete assigned work.

Grade Breakdown:

The grades for this course will be distributed as follows:

25% – Discourse Community Analysis

25% – Rhetorical Analysis Essay

30% – Synthesis Essay

5% – In-Class Essay Exam

15% – Participation

Grade Calculation:

A 90%-100%

B 80%-89%.

C 70%-79%

F 69% and below

Z See the Z grade policy above.

**Description of Assignments**

Major Essay Assignments

For each major essay assignment, you will turn in the final draft of the essay onto BlackBoard, and physically hand me a portfolio containing your freewriting, proposal (with peer comments), first draft (with peer comments), second draft, and individual conference notecard.

*Discourse Community Analysis* (due before Midnight on Sunday February 17th): For this essay, you will make an argument explaining how you became part of a discourse community.

*Rhetorical Analysis* (due before Midnight on Sunday March 24th): For this essay, you will select an essay cluster on one of the following topics: Body Image and Media, Race, Is College Worth It?, Same-Sex Marriage, and Social Class. You will write a rhetorical analysis of a designated essay from your selected cluster.

*Synthesis* (due before Midnight on Sunday, April 28th): 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* (In-class May 2nd): The in-class essay exam will require you to write in response to a prompt you will be given on the day of the exam. Note that this exam will not take place during Finals Week, but rather on the last official day of the course.

Participation

Participation points will be granted for any homework assigned (including response essays, worksheets, exercises, etc.), as well as some in-class work (including reading quizzes), as well as your overall active involvement in the course throughout the semester.

Extra Credit

There will be extra credit opportunities throughout the semester. You may, for instance, attend a Writing Center Workshop or a Writing Center Session, and I will either replace your lowest daily grade or count it as extra daily work. Some daily work may additionally be counted as extra credit.

**Rules, Regulations, and Expectations**

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. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Revision

Revision (the process of improving or assessing a written product) will be expected as a normal part of the process of writing each major paper. As such, you will NOT be able to revise your essays after they have been turned in. However, you will have ample opportunity to seek peer and instructor feedback and to improve your writing during the process of writing each paper.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. You may view these procedures in the 2012-2013 Undergraduate Academic Regulations at: <http://wweb.uta.edu/catalog/content/general/academic>[\_regulations.aspx#18](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#18)

Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Late Work

I do not accept any late or make-up daily work at all. However, I know that “life” (and other stuff) happens, and allow one exception to the late rule per semester for major essays only. You are allowed to turn in one final draft late during the course, without receiving a late penalty, with three stipulations:

1. You must ask for and receive permission, via email, in advance of the deadline, not afterward.
2. You must explain what’s holding you up--give me a reason. The reason itself is not as important as simply being honest.
3. The extension is only good for one week. If you do not turn in the essay within a week’s time, you cannot turn it in at all, and you have forfeited your late exception for the remainder of the course.

Attendance

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. Your instructors will not supply what you miss by email, personal conference, or phone. If you know you will be absent, you must send your work with a classmate or by email by the time class starts in order to receive credit for the work. Please make an appointment to see your instructor in person to discuss habitual absenteeism and tardiness.

Students are allowed one week's worth of "free" absences—no questions asked, no explanations required. For each subsequent absence, your grade will begin to accrue penalties. Three to four absences in a TR class will result in a 5-point deduction from the final grade. Five or more absences will result in a 10-point deduction from the final grade. Official university-sanctioned absences will not result in a penalty, but they will use up your available "free" absences.

Communication with Instructor

Any and all important, class-related concerns that students have must be addressed to the instructor in an e-mail. While you are of course free to speak with me about your concerns after, before, and outside of class, you must send me an e-mail containing the contents of our discussion or the nature of your concern as well. This ensures that I have a record of our conversation and your problems, questions, etc., and also helps ensure that I remember to deal with your issue. I will not be responsible for commitments made in any other form than e-mail.

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

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

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.

Your work is to be your own, and it is to be prepared originally for this course and section. It is considered Academic Dishonesty to present any portion of work prepared by someone else and to claim it as your own. It is also unacceptable to submit work or portions of work you have written for another class or section. This includes work prepared for high school and college courses you have taken or in which you are currently enrolled and any previous sections of this course.

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.

**Resources**

The English Writing Center

The English Writing Center, Room 411 Central Library, will be open January 22 – May 3. Hours are Mondays-Thursdays 9 a.m. to 7 p.m., Fridays 9 a.m. to 2 p.m. and Sunday from 2 p.m. to 6 p.m. Students must register first at [www.uta.edu/owl](http://www.uta.edu/owl). Choose the <Register> tab on the left and choose <Click Here> for first visit. Once the registration form is complete, students may schedule appointments online at www.uta.edu/owl/appointments or http://uta.mywconline.com.

Face-to-Face appointments begin on the hour and are scheduled for 45 minutes. Writing Center consultants assist with any aspect of writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments.

In addition to our regular consultations, the Writing Center will offer Quick Hits, which will allow students a five minute session to ask a question about citations, spelling, or other grammar or style concerns without making an appointment in advance. Clients will be assisted on a first-come, first served basis as walk-ins only. Hours are variable and limited. For more information, please see our website.

Writing Center Workshops: Spring 2013

Be aware that the Writing Center is also offering ENGL1302 Workshops which focus specifically on essays for that course; as such, they would not be of particular benefit to you, and will NOT count as extra credit if you attend one.

**Jan. 31, 5 p.m. – Plagiarism and Citations**

*Workshop will focus on understanding rules related to plagiarism, including identifying when to include in-text citations for paraphrases, direct and indirect quotes. Will also briefly discuss using the appropriate handbook as a guide to writing essays and documenting sources, but is not intended to be comprehensive review of the use of any particular style guide.*

**Feb. 12**, **Noon - Undergraduate Assignment Comprehension**  
**Feb. 13, 5 p.m. – Undergraduate Assignment Comprehension**  
*These workshops are not disciplinary specific, but instead offer guidelines for best student practices when reading, interpreting, and tackling academic assignments and projects.*

**Feb. 26**, **Noon -Establishing a Writing Process**  
**Feb. 27, 5 p.m. – Establishing a Writing Process**

*An important skill for all college students is working to create a writing process that works. These workshops will provide key strategies and tips for establishing a process that will help students get through writing projects.*

**Mar. 19**, **Noon - Common Grammar Errors**  
**Mar. 20, 5 p.m. – Common Grammar Errors** *Explores the most often identified grammar errors in student writing and provides tips on avoiding, recognizing and correct these before submitting final drafts.*

**April 2,** **Noon -Editing and Revising**  
**April 3, 5 p.m. – Editing and Revising**  
*Students should bring a draft or a previously graded writing assignment to this workshop. In addition to helping students better understand the differences between editing and revising, these workshops will allow students to put these skills into practice in a friendly environment in order to demonstrate how editing and revising can improve their writing projects.*

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:

*Research Librarians*: Second floor of Central Library

*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.

Student Support Services

UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Miscellany**

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/>. 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

Your instructors have scheduled several office hours each week, listed on the first page of this syllabus. 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 during or immediately before or after class.

Syllabus and Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester, I 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 major changes in writing.

**Syllabus Abbreviations**:

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| --- | --- |
| *TSIS*: They Say/I Say | *DCA*: Discourse Community Analysis |
| *SFW*: The Scott, Foresman Writer | *RAE*: Rhetorical Analysis Essay |
| *FYW*: First-Year Writing: Perspectives on Argument | *WE:* Writing Exercise |

**Course Schedule**: Assignments are due on the day they are listed. Students are responsible for reading and completing assignments without reminder.

**Key to Syllabus**: Items listed in the “Due at the Beginning of Class” column must be completed before class begins on the day it is listed. Any time you see the key word **Read**, you must read the assigned material before coming to class; likewise, any time you see the key word **Complete**, you must do the assignment and turn into BlackBoard before class meets that day, and any time you see the key word **Bring**, you must bring a copy of that assignment to class that day. Exercises that are homework are highlighted for your ease of reference.

Items that are underlined will be included in your portfolio for the essay.

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| --- | --- | --- |
|  | **DUE AT THE BEGINNING OF CLASS** | **CLASS ACTIVITIES AND OBJECTIVES** |
| WEEK ONE | | |
| T 1/15 | N/A | *Introduction to the Course* |
| R 1/17 | **Read** *TSIS* Preface, Introduction, and Ch. 11  **Read** *FYW* P11-P16 (The capital "P" indicates a page in the Preface of FYW.)  **Watch** the MLA format video on BlackBoard. | *Introduction to Academic Conversation*  Diagnostic Essay  **Late Registration Through 1/18** |
| WEEK TWO | | |
| T 1/22 | **Read** *FYW* Ch 1  **Read** *TSIS* Ch 1.  **Complete** WE#1: Exercise C in Ch. 1 of *FYW* (Page 30) | *Introduction to Argument*  Elements of Argumentation  Introduction to Discourse Communities |
| R 1/24 | **Read** DCA Assignment in *FYW*, P26-P32.  **Read** *SFW* pp.13-14.  **Review** *TSIS* Ch 1.  **Bring** questions about the DCA assignment to class for discussion. | *Introduce DCA Essay*  Discussion of DCA Essay  DCA Freewriting |
| WEEK THREE | | |
| T 1/29 | **Read** *FYW* Ch. 5  **Complete** WE#2: Exercise A (Environment) in Ch. 5 of *FYW* (Page 139) | *Logos, Ethos, and Pathos*  Overview of the appeals  **Census Date on January 30th** |
| R 1/31 | **Read** sample DCA, *FYW* P30-P32.  **Read** my sample DCA on BlackBoard  **Bring** five examples of a discourse community to class | *Identifying and Analyzing Discourse Communities*  Discuss discourse communities  Discuss organization and structure of ideas |
| WEEK FOUR | | |
| T 2/5 | **Bring** DCA Proposal to class | *Introductions and Thesis Statements*  Discuss elements of the introduction.  In-class workshop on DCA Proposal.  DCA Proposals with peer comments should be completed by the end of the class period |
| R 2/7 | **Bring** DCA Introduction | *DCA Workshop*  Bring your DCA’s Introduction to class. |
| WEEK FIVE | | |
| T 2/12 | **Bring** DCA Draft 1 | *Peer Review*  Complete Peer Review worksheet by the end of class. |
| R 2/14 | **NO CLASS** – Individual Conferences | Bring your second draft to your individual conference with me. You will receive an Individual Conference Notecard. |
| WEEK SIX | | |
| **DCA FINAL DRAFT DUE** Before Midnight on Sunday, February 17th | | |
| T 2/19 | **You must bring your portfolio to class today and physically hand it to me**  **Read** *FYW* P33-P36  **Read** *FYW* Ch. 2 | *Introduce Rhetorical Analysis Essay (RAE)*  DCA Reflective Writing  Discussion of RAE  Introduce TRACE  RAE Freewriting |
| R 2/21 | **Read** *FYW* P17-P22  **Read** *TSIS* Ch. 2-3  **Complete** WE#3: *FYW* Ch. 2 Review Exercise B (Page 58) | *The Rhetorical Situation*  More on TRACE  Quoting, Summarizing, Paraphrasing |
| WEEK SEVEN | | |
| T 2/26 | **Read** Zinczenko, “Don’t Blame the Eater,” *TSIS* 195-197  **Read** *TSIS* Ch. 12  **Complete** WE#4: TRACE Analysis of Zinczenko | *Rhetorical Analysis*  Practice rhetorical analysis of Zinczenko and summarizing, paraphrasing, and quoting  Audience Awareness, Selecting a Topic |
| R 2/28 | **Read** Sample RAE, *FYW* P37-P38  **Read** my sample RAE on BlackBoard | *Organization and Structure of the RAE*  Discuss sample RAE’s, overall structure of ideas |
| WEEK EIGHT | | |
| T 3/5 | **Select** a Topic Cluster  **Bring** TRACE Analysis of Topic Cluster (This will work as your proposal) | *Selecting a Topic, Outlining*  Discuss TRACE analysis  Discuss strategies for outlining ideas  TRACE Analysis Peer Review with Comments should be completed today |
| R 3/7 | **Bring** RAE Introduction | *RAE Workshop*  Bring your RAE’s introduction to class. |
| WEEK NINE | | |
| T 3/12 |  | **No Class – Spring Break** |
| R 3/14 |  | **No Class – Spring Break** |
| WEEK TEN | | |
| T 3/19 | **Bring** RAE First Draft to Class | *RAE Peer Review*  Complete Peer Review worksheet by the end of class. |
| R 3/21 | **NO CLASS** – Individual Conferences | Bring your second draft to your individual conference with me. You will receive an Individual Conference Notecard. |
| WEEK ELEVEN | | |
| **RAE FINAL DRAFT DUE** Before Midnight on Sunday, March 24th | | |
| T 3/26 | **You must bring your portfolio to class today and physically hand it to me**  **Read** *FYW* P39-P42  **Read** *FYW* Ch. 3 | *Introduce Synthesis Essay*  Discuss Synthesis Essay  Connection Between RAE and Synthesis  Freewriting about your current thoughts on the Synthesis |
| R 3/28 | **Read** *FYW* Ch. 4  **Read** *TSIS* Ch. 6  **Complete** WE#5: *TSIS* Ch. 6, Exercise 1 | *Claims and Naysayers*  Discuss central claims and integrating naysayer arguments into the Synthesis  **Last Day to Drop is 3/29** |
| WEEK TWELVE | | |
| T 4/2 | **Read** Dante, “The Shadow Scholar”  **Read** Lindsey, “Dealer in Mormon Fraud”  **Read** Kennedy, “Goodwin’s Folly” | *Essay Cluster: Authenticity and Authorship* |
| R 4/4 | **Read** *SFW* Ch. 4-5 (Pp. 15-30)  **Read** Sample Synthesis Essay, *FYW* P43-45 | *Organization and Structure of the Synthesis Essay*  More on synthesizing and documenting sources. Organization and paragraph development. |
| WEEK THIRTEEN | | |
| T 4/9 | **Read** *FYW* Appendix 1  **Read** *TSIS* Ch. 7  **Complete** WE#6: Essay Comments Reflection Exercise | *Annotated Bibliography and Putting It All Together*  How to write a Works Cited page  Putting it all together—the difference(s) between the RA and Synthesis  Discussing significance of argument |
| R 4/11 | **Bring** Synthesis Essay Proposal | *Roundtable discussion*  Where are you at? What concerns do you still have? Ask questions of your peers and myself.  Students get into pairs and discuss each other’s proposals.  Synthesis Proposals with peer comments should be completed by the end of the class period |
| WEEK FOURTEEN | | |
| T 4/16 | **Bring** Synthesis Introduction | *Synthesis Workshop*  Bring your Synthesis essay’s introduction to class. |
| R 4/18 | **Bring** Synthesis Essay, Draft 1 | *Peer Review*  Synthesis Draft 1 with peer comments should be completed by the end of the class period |
| WEEK FIFTEEN | | |
| T 4/23 | **NO CLASS** – Individual Conferences | Bring your second draft to your individual conference with me. You will receive an Individual Conference Notecard. |
| R 4/25 | **Bring** Third Draft of paper. | *Synthesis Workshop*  Ask last-minute questions or raise final concerns about the essay with myself and classmates. |
| WEEK SIXTEEN | | |
| **SYNTHESIS ESSAY FINAL DRAFT DUE** Before Midnight on Sunday, April 28th | | |
| T 4/30 | **You must bring your portfolio to class today and physically hand it to me**  **Read** Turkle, “The Flight From Conversation” | *Synthesis Reflection and In-Class Exams*  Freewriting – What have I learned in this course?  How to write in-class essay exams |
| R 5/2 | N/A | In-class timed final exam |

**ENGL 1301 Syllabus Contract**

I have read and understood the syllabus, and I agree to abide by the course policies, including the UTA Honor Code.

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Signature Date

**Permission to Use Student Writing**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course and Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

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Signature

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UTA ID Date