## **English 1301: Rhetoric and Composition I**

**Instructor:** Michael Brittain

**Course Information:**

Section 1301.001; MTWTh 8:00 am-10:00 pm; Preston Hall (PH) 102

**Office:** Carlisle Hall Rm 602

**Office Hours:** MTW 10:00am-11:00am, or by appointment

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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.**

###### 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/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.

**Reading quizzes** will be assigned if students do not come to class prepared.

**Discourse Community Analysis (due 07/19):** For this essay (4 pages), you will make an argument explaining how you became part of a discourse community.

**Rhetorical Analysis (due 07/26 ):** For this essay (4 pages), 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 (due 08/09):** For this essay (4 pages), 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.

**Class Participation:** You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. Your participation grade makes up 10% of your final grade (100 out of 1000 points). To receive full credit for participation each class you must: arrive to class no more than 5 minutes late, not leave class early, demonstrate active engagement and preparation for each day’s activities. **\*Note\***: If I see or suspect that you are using any electronic device (cell phones, pagers, iPods, MP3 players, laptops, etc.) during class time without prior permission, you will lose participation points for that 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 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%)

Responses/Quizzes (15%)

Peer Critiques/Class Participation (10%)

Final grades will be calculated as follows: A=90-100% (900-1000 points), B=80-89% (800-899 points), C=70-79% (700-799 points), F=69%-and below (699 points 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 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. If you are worried about being late, or you are unable to attend class on days when assignments are due, you may email me the assignment by the start of class on the day it is due.

**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 **four (4)** unexcused absences, 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.

**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. While I encourage you to speak your mind whenever possible, you will be expected to conduct yourself in a professional, respectful, and courteous manner both to your instructor and to your fellow classmates at all times. Misconduct of any kind that disrupts the flow of the class or targets another student will not be tolerated.

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 to UT-Arlington students on writing assignments. During Spring 2012, 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. Sunday. Appointments are for 45 minutes. Students must register with the Writing Center before making appointments and 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 and find many other valuable resources and information online at [http://www.uta.edu/owl](https://owa.uta.edu/owa/mccown@exchange.uta.edu/redir.aspx?C=e3822d5ceabf4bf689865173fab913d1&URL=http%3a%2f%2fwww.uta.edu%2fowl).  
  
Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft, to polishing a final document. However, the Writing Center is not a document editing service; consultants will not identify or correct every grammar or spelling error, nor will they rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation and editing errors.I encourage each of you to use the Writing Center.

# Library Research Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments:

### *Paper’s Due Drop Inn.* The Paper’s Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, 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>. 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/>. 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.

**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.

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

**Week 1**

**T 07/10:**

Course introduction. Policies and Procedures.

Define Rhetorical Situation and Introduce and Discuss DCA

**W 07/11:**

Introduction to Argument and Rhetorical Appeals

**Read:** *FYW* “The Rhetorical Situation” pp. xx-xxiii,DCA Assignment in *FYW* pp. xxiv-xxvii; *FYW* Ch. 1: A Perspective on Argument, Ch. 3: Supporting Claims: Appealing to Ethos, Pathos, and Logos

**DUE:** RR #1 on Review Question 2 p. 21.

**DUE: Signed Syllabus Contract (Last page of Syllabus)**

**Th 07/12:**

**Read:** TheySay/I Say Chapter 1 andGraff’s, “Hidden Intellectualism” in *TSIS* pp. 198-205;

Wallace's "The View from Mrs. Thompson's" (on Blackboard)

**Due:** RR#2: Identify Graff’s argument and analyze how he supports it with ethos, pathos, and logos appeals.

**Week 2**

**M 07/16:**

**Completed Draft of Discourse Community Analysis**

Sample DCA peer review

Peer Reviews of DCA – due at end of class

**T 07/17:**

Introduce Rhetorical Analysis Essay (RAE)

Review essays in topic clusters and select a cluster & essay.

**Read:** Assignment prompts pp. xxx-xxxiii in *FYW*.

DCA drafts returned

**W 07/18:**

Practicing Rhetorical Analysis

**Read:** Zinczenko’s “Don’t Blame the Eater” in *TSIS* pp.195-97.

**Due:** RR #3: Identify central claim and reasons, and examine how writer supports reasons in the essay you have chosen for RAE.

**Th 07/19:**

Practicing Rhetorical Analysis: Logos, Ethos, Pathos

Group work on rhetorical analysis of Zinczenko and individual work on chosen RAE essays: Identify types of evidence

RAE Focus and Plan: Write a draft of introduction and generate visual writing plan for essay.

**Due:** RR #4: Revised intro & writing plan for RAE.

**Due: Final Draft DCA**

**Week 3**

**M 07/23:**

**DUE: Completed Draft of RAE**

In-Class Peer Review RAE – due at end of class

**T 07/24:**

RAE Drafts returned

Essay Cluster 1: “Fat Taxes”

**Read:** Mankiw’s “Can a Soda Tax Save Us From Ourselves?” and Pollan’s “Attacks on the ‘Food Police’” (both on Blackboard)

**Due: SR of one of these essays**

**W 07/25:**

Essay Cluster 2: “Race”

**Read:** Blow’s “Let’s Rescue the Race Debate” and McIntosh’s “White Privilege, Male Privilege” (both on Blackboard)

**Due: SR of one of these essays**

**Th 07/26:**

**Due: Final Draft RAE**

Essay Cluster 3: “Same Sex Marriage”

**Read:** Wedgwood’s “What are We Fighting For?” and Gallagher’s “What Marriage is For” (both on Blackboard)

**Due: SR of one of these essays**

**Week 4**

**M 07/30:**

Essay Cluster 4: “Social Class”

**Read:** Deresiewicz’s “The Dispossessed” and Norton’s “Americans Underestimate…” (both on Blackboard)

**Due: SR of one of these essays**

**T 07/31:**

Essay Cluster 5: “Is College Worth It?”

**Read:** Pew Social & Demographic Trends, “Is College Worth It?” and Steinberg’s “Plan B: Skip College” (both on Blackboard)

**Due: SR of one of these essays**

**W 08/01:**

**In-class SE work**

**Due: RR #5: Preliminary claim, reasons and outline for Synthesis Essay**

**Th 08/02:**

**DUE: Draft SE**

In-class Peer Review SE – due at end of class

**Week 5**

**M 08/06:**

SE Drafts Returned

In-class work on Synthesis Essay

**T 08/07:**

Conferences on Synthesis Essay

**W 08/08:**

Conferences on Synthesis Essay

**Th 08/09:**

Last Day of Class

Student Evaluations; course reflections

**Due: Final Draft Synthesis Essay**

**ENGL 1301 Syllabus Contract**

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

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Print Name Date

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Signature Date