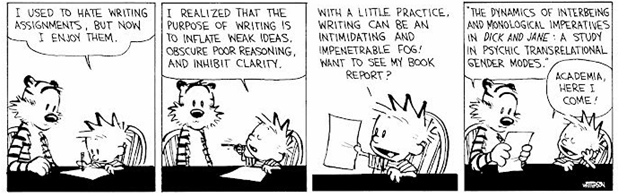
**ENGL 1301: Rhetoric and Composition I**

**Instructor**: Mr. Sean Farrell



Bill Watterson, *Calvin and Hobbes*

**Office**: 409 Carlisle Hall

**Office Hours**: T/R 12:30-2PM, and by appointment

**E-Mail**: [farrells@uta.edu](mailto:farrells@uta.edu)

**Course Information**:

|  |  |
| --- | --- |
| **Section 045**  TR 9:30-10:50AM  Location: TH102 | **Section 049**  TR 11AM-12:20PM  Location: PKH302 |

**Syllabus Philosophy:** I have worked hard on this syllabus to ensure that it is as comprehensive and readable as possible; therefore, I expect you to not only read the syllabus at the beginning of the semester, but make use of it throughout. I will not answer questions that can be easily found in this syllabus, including information about my e-mail address, office hours, office location, and classroom policies. It is YOUR job to read and understand the policies below, and only ask me for clarification after having checked the syllabus.

**Course Description**: **This course satisfies the University of Texas at Arlington core curriculum requirement in communication.** This course will require students to read rhetorically and analyze scholarly texts on a variety of subjects. The course emphasizes writing to specific audiences and understanding how information is context dependent and audience specific. Students must engage with a variety of ideas and learn how to synthesize those in college level essays.

**Core Objectives:**

**Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Communication Skills:** To include effective development and expression of ideas through written, oral, and visual communication.

**Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making.

**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 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**

Graff and Birkenstein, *They Say/I Say* 3rd edition ISBN:0393935841

*First-Year Writing: Perspectives* on Argument (2012 UTA custom 3rd edition) ISBN: 1256744506

Pearson Writer (APP and Computer Access) -- ValuePack Access Card, 1st edition ISBN:

032197235X

\* 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 Distribution**

The grades for this course will be distributed as follows:

DCA – 25%

RAE – 25%

Synthesis – 30%

Participation – 20%

Grade Calculation:

A 90%-100%

B 80%-89.99%

C 70%-79.99%

F 69.99% and below

Z See the Z grade policy above.

**Major Essay Assignments**

**Discourse Community Analysis** (Due: **11:59PM ON SUNDAY, 28 SEPTEMBER**): For this essay, you will make an argument explaining how you became part of a discourse community.

**Rhetorical Analysis** (Due: **11:59PM ON SUNDAY, 19 OCTOBER**): For this essay, you will select an essay cluster on one of the following topics: Success, Social Class, and Conservation in the Anthropocene. You will write a rhetorical analysis of a designated essay from your selected cluster.

**Synthesis** (Due: **11:59PM ON TUESDAY, 25 NOVEMBER**): 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.

**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. 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. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.  
Participation grades will also be comprised of Process Papers, Journals, and any other miscellaneous grades assigned in-class over the course of the semester (including quizzes, etc).

**Process Papers** – You will write a number of “Process Papers” over the course of the semester. Process Papers are essentially drafts of the major essays (i.e., proposals, first drafts, second drafts, etc). You will receive a nominal (i.e., completion) grade for these as you turn them in. Process Papers will also be used in the grading of your Major Essay assignments, as the quality of your revisions will be a substantive aspect of the final grade. This means that the final grade for any given Major Essay is in part dependent upon the amount of work you put into the process of writing that paper.

Process Papers must be handed to me at the beginning of class on the day they are due. Process Papers MUST be brought to class as hard copies. I will accept e-mailed versions of these papers ONLY in the event of extreme mitigating circumstances. I will not accept cost as an excuse not to bring a Process Paper to class, as the fee for printing on campus is fairly nominal.

You will return all of your Process Papers in a portfolio the class period immediately following the due date of the major essays. Again, please check the syllabus for this. I will automatically deduct ten points from your final grade on these papers if you do not turn in ALL of your Process Papers. If you miss a Process Paper, you can replace it in your portfolio with a report from the Writing Center. You can only do this for one Process Paper per major essay assignment.

**Journals** – Journal writing will be a significant aspect of this course, and you should bring your journal to class every day. There will be a certain number of assigned Journal Prompts, which will count for participation grades; at the end of the semester I will collect your journals and check that you have these. Journals can also be used for brainstorming or for any other in-class writing we do. I will not provide prompts for journal entries that you missed.

**In-Class Activities** – Participation will also include a number of in-class activities, for which you will receive an “all or nothing” grade (i.e., either you were there that day or not). I will not announce in advance which classes will count for this, so you should plan on attending as many classes as possible.

**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.

**Turning in Assignments**: All major assignments (DCA, RAE, and Synthesis) in this course will be submitted to Blackboard. I will not accept any assignments via e-mail. All assignments submitted to Blackboard must be saved as a .doc or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format, and that it is turned in on time.

In addition to the above policy for work turned in on BlackBoard, much of what you turn in this semester will be handed to me at the beginning of class. There will be no exceptions to the late work policy (see below), especially for computer problems. Do not wait until moments before class to print out your homework; if there is a printing issue that is not my problem. If you cannot print at home, come up to campus and print. If you live far away from campus, account for this when scheduling your time. I cannot stress this policy enough.

**Extra Credit** – There will be no “extra credit” opportunities in this course; either you complete the work required of you, or you don’t. There will be no exceptions to this.

**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 2013-2014 Undergraduate Academic Regulations at: [http://wweb.uta.edu/catalog/content/general/academic\_regulations.aspx#19](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx)

**Late Enrollment Policy**: Though I realize that sometimes enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up attendance, missed opportunities for participation points, or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**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 Policies** – You will receive a fifty-point deduction on late Process Papers. I count as “late” not only Process Papers which are not brought to class on the day they are due, but also Papers that are turned in via e-mail—even if they are sent to me before the beginning of class.

You are allowed to turn in either the DCA orthe RAE (but not both) late without receiving a 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 will receive the customary late penalty (see below).

I highly encourage you to turn in your final drafts well ahead of the deadlines, as the above would be especially useful in the event of a BlackBoard issue. Note that BlackBoard issues will NOT be an excuse for turning in work late, as it is my official suggestion that you attempt to turn in final drafts at LEAST an hour ahead of the deadline, if not sooner (see “Turning in Assignments” above). If you find yourself experiencing BlackBoard problems, e-mail me asking for an extension just in case. If you are able to then submit your final draft on time, I will not count this as your one late major essay.

Second, if you do not turn your paper in on time and did not ask for an extension, the first time I will simply deduct ten points from your final grade. The second time, however, I will allow you to submit the paper, but it will not receive a grade. This means that if you do not turn in the paper on time and do not ask for an extension, but still turn in *something*, you will receive a 0 but will not automatically fail the course. If you turn in a third paper late, you will receive no credit and will automatically fail 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 me in writing at least one week in advance of an excused absence. I will not supply what you miss by email, personal conference, or phone. Please make an appointment to see me in person to discuss habitual absenteeism and tardiness. In addition, you should be attentive during class lectures, as I will not be uploading PowerPoint slides onto BlackBoard, and I will not send you these slides if you miss a class.

Attending as many class periods as possible will benefit you in two ways. First, there will be a participation grade of some kind given almost every day of class. If you are not here, you cannot receive that grade, which may hurt your overall performance in the course, especially if you miss several class periods. Second, students with high attendance—let’s say no more than three absences overall—will have 5 points added to their final grade in the course. This could mean the difference between passing and failing!

**Tardiness** – There will be no penalty for being a few minutes late to class; if you are late, enter discretely and do your best not to disturb any of your classmates. However, this does not mean that you can come to class ten minutes before it ends and expect to receive credit. You must attend **at least half** of any given lecture in order to receive credit for having attended. Note that this stipulation encompasses both students who arrive to class late, and those who have to leave early.

**Homework Reminder Policy** – It is not the job of the instructor to remind you when homework is due. While I will go over assignment requirements if need be, it is your responsibility to e-mail me if you have questions, or if you missed class. It is also your responsibility to check the syllabus often, in order to make sure that you know what reading or writing needs to be completed for the next class. Again, while I will typically remind you of this, it is not my responsibility to do so – as such, you should always check the syllabus.

**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.

**Classroom Visitors:**  Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

**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. Also, I reserve the right to turn any student in for plagiarism on a draft or homework as well, although I will rarely do this.

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. This means that you are not allowed, under any circumstances, to reuse papers from prior classes in this course. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful either for you in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

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

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

**Resources**

**The English Writing Center –** The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. You may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 7:30 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and Noon to 4:30 p.m. Saturday and Sunday. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice questions, or editing concerns) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our Facebook page [www.facebook.com/WritingCenteratUTArlington](http://www.facebook.com/WritingCenteratUTArlington). Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants 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; consultants 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.

In addition to one-on-one consultations, the Writing Center will offer FYC and grammar workshops periodically throughout the semester. For more information on these, please visit us at <http://www.uta.edu/owl>.

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

*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. 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, or view the information at 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>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated 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 syllabus*. 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwells to the right or left (for upper floors), or the main exits on the ground floor. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**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: 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. Other helpful information may be found at links provided below:

Library Home Page <http://www.uta.edu/library>

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

**Miscellany**

**Daily Responsibilities** – Students are expected to make use of the syllabus for this course. You are responsible for knowing what assignments are due for any given class period, as long as this assignment is listed on the syllabus. You are also responsible for reading all assigned materials before class begins on the day they are due. You should also bring your books to class every day, as we will make ample use of them. I may randomly assign quizzes to test knowledge, or give participation points for books in hand.

**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.

Finally, 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, and as stated above, I do not monitor my e-mail 24 hours a day, so have reasonable expectations about when I can get back to you. For this reason, if your query is time-sensitive, I highly advise you to get in touch with me several days in advance.

**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 syllabi 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. Approximately halfway through the semester, I will reassess the syllabus and make any necessary changes in order to ensure that we are focusing on the needs of your particular class, which are sometimes difficult to anticipate in advance of any course meetings.

|  |  |
| --- | --- |
| *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 | *Synthesis*: Synthesis Essay |

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

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK | Day/*Class Topics* | DAILY READINGS | ASSIGNMENTS DUE |
| One | R 08/21  *Intro to Student Responsibilities, academic conversation and syllabus/policies* | * N/A | * N/A * Write Diagnostic essay in-class |
| Two | T 08/26  *Introduction to Argument; MLA Formatting* | * **Read**: *TSIS* Preface, Intro, Chapter 12; *FYW* Chapter 1 | * N/A |
| R 08/28  *Introduce DCA and discourse communities* | * **Read** DCA Assignment P26-P32 | * N/A |
| Three | T 09/02  *The Rhetorical Triangle and Audience* | * **Read**: *FYW* P11-P22 ; *TSIS* Chapter 1 | * Process Paper #1: DCA Prospectus |
| R 09/04  *Logos, Pathos, and Ethos* | * **Read**: FYW Chapter 5 | * N/A |
| Four | T 09/09  *Logos, Pathos, and Ethos (cont’d)* | * N/A | * Process Paper #2: DCA Introduction |
| R 09/11  *Plagiarism, Questions of Significance* | * **Complete** Plagiarism Tutorial and Quiz Online, bring confirmation to class * **Read**: TSIS Chapter 7 | * N/A |
| Five | T 09/16  *DCA First Draft Conferences* | * NO CLASS | * Process Paper #3: DCA First Draft Conferences |
| R 09/18  *Introduce RAE* | * **Read**: FYW P33-P36 | * N/A |
| Six | T 09/23  *In Class Work: Editing/Revising Workshop; DCA Grading Criteria/Rubric* | * N/A | * Process Paper #4: DCA Second Draft; peer review due by Thursday |
| R 09/25  *The Rhetorical Situation/TRACE* | * **Read**: FYW Chapter 2 * **Bring**: a Shorthorn to class | * N/A |
| **DCA FINAL DRAFT DUE BY 11:59PM ON SUNDAY, 28 SEPTEMBER** | | | |
| Seven | T 09/30  *TRACE Analysis/Presentations* | * N/A | * Process Paper #5: TRACE Analysis of topic cluster |
| R 10/02  *The Art of Quoting; Synthesizing and Documenting Sources* | * **Read**: FYW Appendix A MLA Documentation, SFW Chapter 26 * **Read**: *TSIS* Chs. 2-3 | * N/A |
| Eight | T 10/07  *RAE First Draft conferences* | * NO CLASS | * Process Paper #6: RAE First Draft Conferences |
| R 10/09  *Metacommentary* | * **Read**: TSIS Chapter 10 | * N/A |
| Nine | T 10/14  *In Class Work: Editing/Revising Workshop; RAE Grading Criteria/Rubric* | * N/A | * Process Paper #7: RAE Second Draft; peer review due by Thursday |
| R 10/16  *Introduce Synthesis* | * **Read**: FYW P39-P42 | * N/A |
| **RAE FINAL DRAFT DUE BY 11:59PM ON SUNDAY, 19 OCTOBER** | | | |
| Ten | T 10/21  *Reading Cluster Groups: Synthesis Practice* | * **Read**: All articles in chosen essay cluster | * Process Paper #8: Synthesis Prospectus |
| R 10/23  *Advancing the Argument: Writing Claims and Reasons* | * **Read**: *TSIS* Ch. 4 * **Read**: Synthesis Handout | * N/A |
| Eleven | T 10/28  *They Say/I Say: Reading for the Conversation, Writing in Response* | * **Read**: TSIS Chapter 5 and 14 | * Process Paper #9: Synthesis Introduction |
| R 10/30  *Naysayer Arguments* | * **Read**: TSIS Chapter 6 | * N/A |
| Twelve | T 11/04  *Synthesis First Draft Conferences* | * NO CLASS | * Process Paper #10: Synthesis First Draft Conferences |
| R 11/06  *The Aims of Education* | * **Read:** Paulo Friere, “The Banking Concept in Education” | * N/A |
| Thirteen | T 11/11  *In Class Work: Editing/Revising Workshop; Synthesis Grading Criteria/Rubric* | * N/A | * Process Paper #11: Synthesis Second Draft; peer review due by Tuesday, 18 November |
| R 11/13 | * Synthesis Presentations | * N/A |
| Fourteen | T 11/18 | * Synthesis Presentations | * N/A |
| R 11/20 | * Synthesis Presentations | * N/A |
| Fifteen | T 11/25 | * Synthesis in-class workshop day/ Presentations spillover * **Bring** laptops | * **Synthesis Essay final draft DUE by 11:59pm tonight** |
| R 11/27 | * NO CLASS; Thanksgiving Break | * N/A |
| Sixteen | T 12/02 | * Review of argument/buffer day | * N/A |

**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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UTA ID Date