# ENGL 1301: Rhetoric and Composition I

**Instructor**: Mr. Sean Farrell

**Office**: 409 Carlisle Hall

**Office Hours**: TR 9:30-11AM, and by appointment

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**Course Information**:

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| **Section 015**TR 2-3:20PMLocation: PH 206 | **Section 022**TR 12:30-1:50PMLocation: PH 206 |

**Syllabus and Course 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.

In addition, please bear in mind that this is a university course, and as such you will not be treated like high school students. If you are struggling in the class, it is **your** responsibility to contact me and ask for additional clarification, feedback, and guidance.

**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%

Process Papers – 10%

Participation – 10%

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, 1 MARCH**): For this essay, you will make an argument explaining how you became part of a discourse community.

**Rhetorical Analysis** (Due: **11:59PM ON SUNDAY, 29 MARCH**): For this essay, you will select an essay cluster on one of the following topics: Immigration, The Body, and Living in the Anthropocene. You will write a rhetorical analysis of a designated essay from your selected cluster.

**Synthesis** (Due: **11:59PM ON FRIDAY, 8 MAY**): 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.

Major essay assignments must be turned in on BlackBoard the day they are due. I will not accept hard copies of major essay assignments.

**Process Papers/Portfolios – 10%**

*Process Papers*

Process Papers are drafts of the major essays. Process Papers are graded for how well they adhere to the prompt and for the quality of your writing. Grades will consist of the following:

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| --- | --- |
| 🗸+ | 100; awarded for extraordinary effort or writing in the process paper |
| 🗸 | 85; awarded for solid effort and completion of all assignment requirements |
| 🗸- | 70; awarded for failing to complete all assignment requirements |
| No Credit | 0; awarded for failing to complete the correct assignment |

Process Papers must be turned in as hard copies at the beginning of class. I will not accept e-mailed copies of process papers, even if they are sent ahead of the class, except in the case of extreme mitigating circumstances.

*Portfolios*

In the class period immediately following the due date of each major essay assignment, you will turn in a Portfolio that contains:

* All of the process papers that you turned in for that assignment, including peer review and instructor feedback;
* A ~250 word reflection paper in which you discuss the act of revision by looking back at this process for your current paper, and look forward to how you will continue to revise the next paper. This reflection must be typed, printed, and included with your Portfolio. I will not accept hand-written reflections; and
* Team Member Assessment of Peer Review (see below)

You will need to purchase a two-pocket folder to house your Portfolio. A file folder without pockets will not be acceptable. Portfolios do not receive a grade; instead, they impact the grade of the Major Essay Assignment to which they are connected. If you fail to turn in a complete Portfolio you will receive an automatic ten-point deduction from the final grade of your Major Essay.

**Participation – 10%**

Participation will be graded based on a number of factors, including and especially: Attendance; Group Work/Peer Assessment; and daily quizzes. Note that there will not be many participation grades in total, so each one counts.

*Attendance*

Each class period you attend is worth four points. You must be present for at least half of the class to receive any points for attendance. Points will be tallied at the end of the semester, with the grade itself not to exceed 100. In order to be fair, this means attendance will be taken on 25 class days. If the number of class days on which attendance is taken is less than 25, you will receive additional points equal to the number of days necessary to reach 25. If the number of days exceeds 25, this simply means there are more opportunities to get points. The attendance grade will be counted three times. I will not post your attendance tally on BlackBoard; if you would like to know how many classes you have attended, it is your responsibility to ask.

*Group Work/Peer Assessment*

We will do a number of in-class activities over the course of the semester. I will occasionally collect writing produced during such activities and you will receive a grade based on your contribution to the group work.

In addition, we will do in-class peer reviews a number of times over the course of the semester. After these peer reviews, you will complete a Team Member Assessment form in which you honestly assess the contributions of your peer review partner. You will then receive a Peer Review grade based on (1) my observation of your process in-class; (2) your partner’s assessment of your review; and (3) the actual content of your peer review.

*Daily Quizzes/Reading Materials*

I will assign quizzes if it becomes clear that students are not reading. In addition, I will randomly take at least two grades over the course of the semester for having reading materials, i.e., I will check to make sure that everyone has brought an annotated copy of the readings to class.

## MAJOR POLICIES

**Although all course policies are significant, make special note of these as they will have the most effect on your day-to-day performance in the class. Knowing these policies will help you succeed in this course as much as mastering the knowledge and skills we will be practicing.**

**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.

**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 essay 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.

**Essay Formatting** – All written work turned into this course should be formatted using MLA style. This means they should be double-spaced with 12-point Times New Roman font and one-inch margins on all sides. In addition, you must remove any extra space between paragraphs, and put your name and page number in the top right-hand corner of every page as a header (i.e., “Farrell 2”). Finally, you should put your name, the class (ENGL1301 and section number), my name, and the date at the top of the first page (and the first page only) of your document, in that order. This information should also be double-spaced 12-point TNR, and should be left-aligned. Writing that fails to adhere to these specifications will not receive full credit. Note that these are not the default specifications for Word; you will have to format this yourself.

**Late Work** – No late process papers are accepted, period. The reason for your late work does not matter. All materials must be turned in as printed copies at the beginning of class. You must have copies when you arrive in class. Unless we are using the hard copies for in-class activities, I will not accept copies of your writing after I have taken roll. I will not accept hand-written process papers. These rules will apply starting from the first day of the course.

If you let me know in advance, you can turn in one of the first two major essay assignments up to one week late (the Synthesis is not eligible for this as it comes so close to the end of the semester). The grace period will be exactly one week from the original due date. If you do not let me know in advance you will receive the following penalties: *The first time*, you will receive an automatic deduction of 25 points from your final grade. This means that the highest grade you can receive is a 75. *The second time*, you will receive a zero on the assignment but will still get credit for having turned the paper in. This means that you will not automatically fail the course, but it will still be difficult to pass with a zero in for 25 or 30 percent of your grade. *The third time*, you will get no credit for the assignment and will fail the course.

I highly encourage you to turn in your final drafts well ahead of the deadlines, as BlackBoard issues will NOT be an excuse for turning in work late. It is my official suggestion that you attempt to turn in final drafts at LEAST an hour ahead of the deadline, if not earlier. 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.

**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.

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. My policy is that you will receive 4 points per day for attendance; these points will be tallied up at the end of the semester, with the resulting grade to be counted three times under Participation. See “Attendance” under **Participation** above for further clarification.

**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.

**E-Mail** – 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.

In addition, be cognizant of how you write your e-mails. E-mail correspondences should be professional and respectful: remember that how you present yourself is an important part of your credibility as an author, which impacts on how I will react to what you have written.

**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.

## OTHER RULES, REGULATIONS, AND EXPECTATIONS

**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.

**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.

**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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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.

**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 just outside the classroom for Trimble and [down the hall?] for Pickard. 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.

## RESOURCES AND MISCELLANY

**Writing Center –** The English Writing Center is located in Room 411 Central Library.  Hours are 9 a.m. to 8:15 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5:15 p.m. Saturdays and Sundays. Students must register and can make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Face-to-Face and online appointments for undergraduate students are scheduled for 40 minutes. Writing Center consultants assist with any aspect of academic 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 during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

Quick Hits: A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at [www.facebook.com/WritingCenteratUTArlington](https://owa.uta.edu/owa/clought%40exchange.uta.edu/redir.aspx?C=HIcf5vq13U2Ri3gQbjr5JIQYfCDR3tBIr0-dXE9bMo7UB7ydipblc30-HL297zqnehR4pqgTjMY.&URL=http%3a%2f%2fwww.facebook.com%2fWritingCenteratUTArlington" \t "_blank). QH Consultants will not make corrections, but will point clients to the answers.

Workshops: The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at [www.uta.edu/owl](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>.

**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/)

**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 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.

**Emergency Phone Numbers** – In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

## Course Schedule

|  |  |
| --- | --- |
| *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 |

Assignments are due on the day they are listed. Students are responsible for reading and completing assignments without reminder. You should bring Process Papers (PPs) to class as hard copies on the day they are due. Process Papers must be typed and printed before the beginning of class. I do not accept late or e-mailed Process Papers. In addition, where the course schedule indicates you should “bring copies of the reading,” this means that you should have an annotated copy of the article with you in class. A starred (\*) reading indicates that it can be found as a PDF on BlackBoard under “Course Materials.”

**Week One**

Tuesday, January 20th – Intro to the Course; Diagnostic

Read: N/A

Write: N/A

Bring: N/A

Thursday, January 22nd – Intro to Argument and Composition

Read: *TSIS* Intro and Chapter 1; *FYW* P11-P22 and Chapter 1 (pp. 2-8, 11-15, 18-23); Peter Elbow, “Three Mysteries at the Heart of Writing”\*

Write: N/A

Bring: Copy of the reading

**Week Two**

Tuesday, January 27th – Critical Reading Practices

Read: Anne Trubeck, “We Are All Writers Now”\*; Mary Louise Pratt, “Arts of the Contact Zone”\*

Write: N/A

Bring: Copies of the readings

Thursday, January 29th – Introduction to Discourse Communities

Read: DCA Assignment P26-P32; Swayles, “The Concept of a Discourse Community”\*

Write: N/A

Bring: Copies of the readings

**Week Three**

Tuesday, February 3rd – Logos, Ethos, and Pathos

Read: *FYW* Chapter 5 (pp. 124-138)

Write: PP#1: DCA Proposal

Bring: Article TBD

Thursday, February 5th – More on Academic Reading, Writing, and Thinking

Read: *TSIS* Ch. 7; *FYW* Ch. 3 (pp. 64-70, 73-76)

Write: N/A

Bring: Article TBD

**Week Four**

Tuesday, February 10th – Structure and Argument

Read: Anne Lamott, “Shitty First Drafts”\*; Scott F. Crider, “Organization: The Desire for Design” from *The Office of Assertion*\*

Write: PP#2: DCA Introduction

Bring: Copies of the readings

Thursday, February 12th – The Aims of Education

Read: Paulo Freire, Chapter 2 from *Pedagogy of the Oppressed*

Write: N/A

Bring: Copy of the reading

**Week Five**

Tuesday, February 17th – DCA First Draft Conferences

**NO CLASS; MANDATORY INDIVIDUAL CONFERENCES**

Read: N/A

Write: PP#3: DCA First Draft

Bring: N/A

Thursday, February 19th – Writing with Style in Academic Discourse Communities

Read: “Being Scheherazade: On the Importance of Storytelling in Academic Writing”\*; Steven Pinker, “The Curse of Knowledge” from *The Sense of Style*\*

Write: N/A

Bring: Copies of the readings; an example of writing you enjoy

**Week Six**

Tuesday, February 24th – Drafting and Revision

Read: N/A

Write: PP#4: DCA Second Draft

Bring: Laptop

Thursday, February 26th – Introduction to Rhetorical Analysis

Read: *FYW* P33-P36 and Chapter 2 (pp. 38-42, 46-55)

Write: N/A

Bring: Article TBD

DCA FINAL DRAFT DUE BY 11:59PM ON SUNDAY, MARCH 1ST

**Week Seven**

Tuesday, March 3rd – More on Rhetorical Analysis; Choosing a Topic Cluster

Read: *TSIS* Ch. 14; All RAE-Eligible Essays

Write: PP#5: RAE Proposal

Bring: N/A

Thursday, March 5th – Identifying Central Claims; Structure and Argument in the RAE

Read: *FYW* P37-P38

Write: N/A

Bring: Article TBD

**Week Eight**

NO CLASS; SPRING BREAK

**Week Nine**

Tuesday, March 17th – RAE First Draft Conferences

**NO CLASS; MANDATORY INDIVIDUAL CONFERENCES**

Read: N/A

Write: PP#6: RAE First Draft

Bring: N/A

Thursday, March 19th – Metacommentary

Read: *TSIS* Ch. 10; James Crosswhite, from *The Rhetoric of Reason*: pp. 13-17\*

Write: N/A

Bring: Copy of the reading

**Week Ten**

Tuesday, March 24th – Quoting, Summarizing, and Paraphrasing

Read: *SFW* Chapter 26; *TSIS* Chapters 2-3

Write: N/A

Bring: Article TBD

Thursday, March 26th – Drafting and Revision

Read: N/A

Write: PP#7: RAE Second Draft

Bring: N/A

RAE FINAL DRAFT DUE ON SUNDAY, MARCH 29TH

**Week Eleven**

Tuesday, March 31st – Introduction to Synthesis

Read: FYW P39-P42 and Ch. 4 (pp. 104-117)

Write: N/A
Bring: N/A

Thursday, April 2nd – Advancing the Argument

Read: Scott F. Crider, “Invention: The Discovery of Arguments” from *The Office of Assertion\**; James Crosswhite, “Claiming” from *The Rhetoric of Reason*\*

Write: N/A

Bring: Copies of the readings

**Week Twelve**

Tuesday, April 7th – Synthesis Part One: Sweet Synthesis

Read: FYW Ch. 6 (pp. 142-151, 154-158)

Write: PP#8: Synthesis Proposal

Bring: N/A

Thursday, April 9th – Synthesis Part Two: Key Words

Read: Article TBD

Write: N/A

Bring: Copy of the reading

**Week Thirteen**

Tuesday, April 14th – Ethics and Argument: Naysayers and Dialogue

Read: *TSIS* Chapter 6; FYW Ch. 8 (pp. 198-205); Paulo Freire, Chapter Three from *Pedagogy of the Oppressed* (87-93)\*

Write: PP#9: Synthesis Introduction

Bring: Copy of the reading

Thursday: April 16th – Argument across the Curriculum

Read: Read one of the following: *TSIS* Ch. 15 (“Entering Conversations About Literature”), Ch. 16 (“Writing in the Sciences”), or Ch. 17 (“Writing in the Social Sciences”).

Write: N/A

Bring: N/A

NOTE: I also suggest interviewing someone in your field. As not everyone has a “field” this is not a requirement, but if you have already decided upon a course of study for your college career, interviewing someone who is knowledgeable about the kinds of writing you will be required to do may be helpful and interesting. I will provide you with some questions you may ask to get things started.

**Week Fourteen**

Tuesday, April 21st – Synthesis Conferences: Bring PP#10: Synthesis First Draft

Thursday April 23rd – Synthesis Conferences: Bring PP#10: Synthesis First Draft

**Week Fifteen**

Tuesday, April 28th – Synthesis Presentations

Thursday, April 30th – Synthesis Presentations

**Week Sixteen**

Tuesday, May 5th – Drafting and Revision

Read: *TSIS* Ch. 8

Write: PP#10: Synthesis Second Draft

Bring: Laptops

Thursday, May 7th – Drafting and Revision; 1302

Read: Essay prompts for 1302

Write: N/A

Bring: Laptops

SYNTHESIS FINAL DRAFT DUE BY 11:59PM ON FRIDAY, MAY 8TH