

## English 1301: Rhetoric and Composition I – Section 043

Fall 2015

### Instructor Information:

**Instructor:** Dr. Chris Kilgore

**Course Time / Location:** TR (Tues & Thurs) 8-9:20am – PH (Preston Hall) 207

**Office/Hours:** SOCW A (Social Work A Building) 319C

**Mornings:** MTWThF 10am-12:30pm

**Afternoons:** MThF 1:30-5pm; T 1:30-6:30pm; W 1:30-4pm

**Email:** kilgorec@uta.edu

**ENGL 1301 RHETORIC AND COMPOSITION I:** 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 demonstrate:

### 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: STUDENTS MUST HAVE THE FOLLOWING EDITIONS**

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

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

You can also purchase an EText of this textbook at:

[http://www.pearsoncustom.com/tx/uta\\_writing](http://www.pearsoncustom.com/tx/uta_writing).

Once you are on the site, click on "Purchase Access". If you experience technical or logon issues while purchasing your text, please visit the Pearson tech support website at:

[http://www.pearsoncustom.com/global/productinfo/websites/24\\_7/](http://www.pearsoncustom.com/global/productinfo/websites/24_7/)

or call 1-800-677-6337.

**Pearson Writer** (App and Computer Access) -- ValuePack Access Card, 1st edition ISBN: 032197235X

#### **Description of Major Assignments**

**Daily Assignments:** Prompts will also be provided for daily assignments, including responses to readings completed as homework (RR), and in-class writing (ICW). I generally do not like to schedule **quizzes** on assigned readings, but I will do that if we are not coming to class prepared, or if class discussions tend to fizzle.

**Peer Reviews.** Each essay will include mandatory peer review workshops. **It is very important that you participate in peer review, as you will not be able to make up these points.** These peer review processes will include 2 steps: First, we will read and respond to one another's work **outside of class**. Second, we will **bring our responses** to class and discuss them in groups. Both activities are graded, and cannot be made up after the scheduled day.

**DCA: Discourse Community Analysis (Draft Due 9/17 – Final Due 9/29):** For this essay, you will make an argument explaining how you became part of a discourse community.

**RAE: Rhetorical Analysis Essay (Draft Due 10/20 – Final Due 11/5):** For this essay, you will select a "cluster" topic, as shown in the Unit 2 folder on Blackboard. You will write a rhetorical analysis of a designated essay from your selected cluster.

**SE: Synthesis Essay (Draft Due 11/19 – Final Due 12/8):** 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.

**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. 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.

Students are given (100) participation points at the beginning of the semester and may lose up to (5) points daily if they fail to participate in class. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions. 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.

**Attendance:** 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. As the instructor of this section, I will be tracking attendance for documentation purposes, but there will be no "attendance grade." However, I will be paying attention to who is participating in class and who is not, and we will be completing regular in-class assignments and homework—so students who do not attend will see their grade average dropping. Students are responsible for their educational goals, and should make careful decisions about how they spend their time. This attendance policy is valid for this class only.

**Grades.** Final 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:

- 25% Discourse Community Analysis
- 25% Rhetorical Analysis Essay
- 30% Synthesis Essay
- 20% Responses/Quizzes/Participation

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below; Z=see the Z grade policy above. To find your course grade, locate the “Weighted Total” column in Blackboard. Round that percentage to the nearest whole number (so 79.5 and above would “round up” to an 80—a grade of B, but 79.4 and below would “round down” to a 79—a grade of C).

**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. I will try to alert you if your grade is at serious risk, but I will keep Blackboard up to date, so please check there regularly.

**Paper Reuse Policy** – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either 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.

**Turning in Assignments to Blackboard:** All major assignments (DCA, RAE, and SE) 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. If you submit work in the wrong format, then you will receive a zero until a correctly formatted version is submitted, and the resubmission will be considered late.

**Late Assignments.** Papers are due at the beginning of class on the due date specified. Daily assignments **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. If you must be absent, your work is still due on the assigned date—this is why I use Blackboard.

**Expectations for Out-of-Class Study:** For every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc.

**Grade Grievances:** First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. Please see this link for further information: [http://www.uta.edu/catalog/content/general/academic\\_regulations.aspx#10](http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10).

**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.

**Classroom behavior.** Class sessions are short and require your full attention. All cell phones and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Laptops are permitted if you use electronic editions of our texts, to bring required materials, and to work on essays during “In class workshop” days, but may not be used for “multitasking.” Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1301 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.*

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 or colluding with another to prepare assignments. 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.

**Title IX.** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit <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.

**Writing Center.** The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5 p.m. Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students are scheduled for 20, 40, or 60 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.

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).

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

Library Home Page ..... <http://www.uta.edu/library>  
Ask A Librarian ..... <http://ask.uta.edu>

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

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

**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 end of the hall. 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.

**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 to your UTA email address. I guarantee a response to student emails within 24 business hours (so if you email me on Friday, I might not respond until Monday). Don't forget to check this syllabus thoroughly, however, since you may find the answer more quickly here.

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 regularly scheduled office hours throughout 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. Please note that, for reasons of privacy, I do not discuss individual student issues in the classroom before, during or after class.

**Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

**Course Schedule.** Assignments are due on the day they are listed.

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911.</p>
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### ENGL 1301 Course Schedule

Assignments are due on the day they are listed. Schedule subject to Revision

**NOTE:** I always adjust Daily Assignments to suit our specific course section, and add Reading Quizzes if needed, so these assignments might not be listed on the syllabus. So: Come to class!

### Syllabus Abbreviations

**TSIS:** *They Say/I Say*

**FYW:** First-Year Writing: Perspectives on Argument

**RR:** Reading Response

**ICW:** In-Class Writing

**DCA:** Discourse Community Analysis

**RAE:** Rhetorical Analysis Essay

*"You never know what is enough unless you know what is more than enough."*

—William Blake

Week	Date	Class Topic	Assignments Due
1	Th 8/27	Intro to Student Responsibilities, academic conversation and syllabus/policies	
2	T 9/1	<b>Diagnostic Essay</b>	<b>Due: Signed Syllabus Contract</b> <b>Due: Syllabus Scavenger Hunt</b>
2	Th 9/3	Introduction to Academic Conversation and Argument Introduction to Discourse Community	<b>Read:</b> <i>TSIS</i> Preface, Intro, Chapter 9 <i>FYW</i> Chapter 1 (Including the various samples, pp.30-34) <b>Due: Review Questions from FYW Chapter 1 pg. 28</b>
3	T 9/8	Review DCA Assignment	<b>Read:</b> DCA Assignment P26-P32 <b>ICW 1</b>
3	Th 9/10	The Rhetorical Triangle and Audience Appeals: Logos, Pathos, Ethos	<b>Read:</b> <i>FYW</i> P11-P22 <i>TSIS</i> Chapter 1
4	T 9/15	Appeals (Continued)	<b>Due:</b> DCA Brainstorming <b>ICW 2</b>
4	Th 9/17	Review Sample DCA Discuss and Assign Peer Review	<b>Read:</b> Sample DCA in <i>FYW</i> pp. P30-P32 <b>Due: First draft of DCA</b> <b>Bring 3 Copies to Class</b>
5	T 9/22	In Class Editing/Revising Workshop	<b>Due: Completed Peer Review</b> <b>Bring 1 Printout to Class</b>
5	Th 9/24	In Class Editing/Revising Workshop	<b>Bring:</b> A printout (or computer version) of your current DCA draft, for continued in-class editing and revision.
6	T 9/29	Introduce the Rhetorical Analysis Essay and Preview the Synthesis Essay	<b>Due: DCA Final, DCA TAS</b> <b>Read: FYW P33-P36</b>

6	Th 10/1	Analyze the Shorthorn Audience The Rhetorical Situation/TRACE	<b>Read:</b> FYW Chapter 2 <b>Due:</b> RQ 2 <b>Bring:</b> A copy of the <i>Shorthorn</i> (any copy will do)
7	T 10/6	TRACE analysis of RAE article(s)	<b>Read:</b> RAE-eligible article of choice <b>Due:</b> RR 3
7	Th 10/8	TRACE analysis of RAE article(s)	<b>Read:</b> RAE-eligible article of choice
8	T 10/13	Claims The Art of Summarizing Reasons and Evidence	<b>Read:</b> FYW Chapter 4 TSIS Chapter 2 <b>Due:</b> RQ 4
8	Th 10/15	More on Reasons and Evidence The Naysayer	<b>Read:</b> FYW Chapter 6 TSIS Chapter 6
9	T 10/20	Discuss and Assign Peer Review Discuss Sample RAE	<b>Due: First Draft of RAE</b> <b>Read:</b> FYW P37-P38
9	Th 10/22	In Class Work on RAE / Peer Review	
10	T 10/27	In Class Workshop on RAE	<b>Due: Completed Peer Review</b>
10	Th 10/29	Metacommentary: In Class Work on RAE	<b>Read:</b> TSIS Chapter 10 <b>Due:</b> RR 5
11	T 11/3	Discuss RAE Grading Criteria/Rubric In Class Work on RAE <b>Last Day to Drop is 11/4!</b>	
11	Th 11/5	Introduce Synthesis Essay	<b>Due: RAE Final, RAE TAS</b> <b>Read:</b> FYW P39-P42
12	T 11/10	Reading Cluster Groups: Synthesis Practice	<b>Read:</b> Start reading articles in chosen essay cluster <b>Due:</b> RR 6
12	Th 11/12	Reading Cluster Groups: Synthesis Practice	<b>Read:</b> All articles in chosen essay cluster
13	T 11/17	Advancing the Argument: Writing Claims and Reasons	<b>Read:</b> TSIS Chapter 4 & 5 <b>Due:</b> RQ 7
13	Th 11/19	Sample Synthesis Essay Assign Peer Review Prompt	<b>Read:</b> FYW P43-P45 <b>Due:</b> First Draft of Synthesis Essay <b>Bring 3 Copies to Class</b>
14	T 11/24	Synthesizing and Documenting Sources: MLA Citations	<b>Read:</b> FYW Appendix A MLA Documentation <b>Due: Completed Peer Review</b>
14	Th 11/26	NO CLASS – THANKSGIVING HOLIDAY	
15	T 12/1	The Naysayer The Art of Quoting	<b>Review</b> TSIS Chapter 6 <b>Due:</b> RQ 8
15	Th 12/3	Discuss Grading Criteria/Rubric for Synthesis Essay In Class Work on Synthesis Essay	
16	T 12/8	<b>LAST DAY OF CLASS</b> <b>(We will not meet after this class.)</b>	<b>Due: SE Final, SE TAS</b>

## 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

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Date

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Signature

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Date

### Permission to Use Student Writing

Student's Name\_\_\_\_\_

Class Number and Section\_\_\_\_\_

Instructor Name\_\_\_\_\_

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.

Student's signature\_\_\_\_\_

UTA ID\_\_\_\_\_ Date\_\_\_\_\_