ENGL 1301-052
Composition and Rhetoric I

Instructor Information:

Instructor's Name: Dr. Stephanie Peebles Tavera
Course Information: ENGL 1301.052
Class Meeting: TR 11:00 AM – 12:20 PM
Room: TH 23
Office/Hours: CAR 624, MF 11:30-1 PM or by appt
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Description of Course Content: Introduction to college reading and writing. Emphasizes recursive writing processes, rhetorical analysis, synthesis of sources, and argument.

ENGL 1301 Expected Learning Outcomes. By the end of ENGL 1301, students should be able to:

Rhetorical Knowledge

- Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
- Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations

Critical Reading, Thinking, and Writing

- Use writing, reading, and discussion for inquiry, learning, communicating, and examining assumptions
- Employ critical reading strategies to identify an author's position, main ideas, genre conventions, and rhetorical strategies
- Summarize, analyze, and respond to texts
- Find, evaluate, and synthesize appropriate sources to inform, support, and situate their own claims
- Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts

Processes

- Practice flexible strategies for generating, revising, and editing texts
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing to critique their own and others' texts

Conventions

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Control such surface features as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

Required Texts. STUDENTS MUST HAVE THE FOLLOWING EDITIONS

Graff and Birkenstein, *They Say/I Say* 3rd edition
Lunsford, Ruszkiewicz, and Walters, *Everything's an Argument* with 2016 MLA Update 7th edition (2017 UTA Custom 1st edition)

Course Schedule. Assignments are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Tavera*

Week	Date	Class Topic	Assignments Due
1	THU 8/24	Intro to Student Responsibilities, academic conversation, and syllabus/policies	
2	TUE 8/29	Introduction to Academic Conversation and the Rhetorical Situation. Watch & Discuss *Adam Ruins Everything* segment (*EEA* 16).	**Due: Signed Syllabus Contract** **Read:** *TSIS* Introduction, Chapter 1, and Chapter 9; *EAA* pp. 1-27; *TSIS* Chapter 1.
2	THU 8/31	Introduction to Discourse Community and DCA Assignment Read Aloud In-Class Reading: "What is a Discourse Community?"	**Read:** *EAA* DCA Assignment pp. TBA
3	TUE 9/5	Logos Appeals In-Class Activity: Page 55 "Respond" (hard evidence vs. constructed arguments)	**Read:** *EAA* Chapter 4 (pp.51-70)
3	THU 9/7	Pathos & Ethos Appeals In-Class Activity: Pages 49-50 "Respond" #3 (Social media character)	**Read:** *EAA* Chapter 2 (pp. 28-39), Chapter 3 (pp. 40-50)
4	TUE 9/12	Reviewing the Rhetorical Triangle: Tying Pathos, Ethos, and Logos Together **In Class Work:** Finding EPL in *Adam Ruins Everything* segment *Census Date*	**Read:** *EAA* Chapter 5 (pp. 71-86)
4	THU 9/14	Connecting Rhetorical Appeals to Discourse Communities **In Class Work:** DCA Interviewing Activity	
5	TUE 9/19	Discuss and Assign DCA Peer Review	**Due: First Draft of DCA** **Read:** *TSIS* Chapter 11 (on Peer Reviewing)

5	THU 9/21	Sample DCA Read Aloud and Discuss Rubric for DCA	**Due: Completed DCA Peer Review**
6	TUE 9/26	Rhetorical Analysis Essay and Read Aloud Assignment Prompt	**DUE: DCA FINAL**
6	THU 9/28	Analyze *The Shorthorn* Audience	**Read**: *EAA* pp. 87-105
7	TUE 10/3	Rhetorical Analysis Invention Activity: Identifying Central Claims and Evidence (Logos)	**Read:** Ngai's "Reforming Immigration for Good" **Review:** *EAA* Chapter 4 (pp.51-70)
7	THU 10/5	Rhetorical Analysis Invention Activity: Finding Pathos and Ethos	**Review:** *EAA* Chapter 2 (pp. 28-39) and Chapter 3 (pp. 40-50)
8	TUE 10/10	Discuss Reasons and Evidence: Summarizing and Quoting	**Read:** *TSIS* Chapter 2 and Chapter 3
8	THU 10/12	Peer Review. Read Aloud and Discuss Sample RAE and Rubric.	**DUE: First Draft of RAE**
9	TUE 10/17	Read Aloud and Discuss Synthesis Essay Assignment Instructions	**Due: Completed RAE Peer Review** **Read:** Assignment Prompt in *EAA* (pp. xxxiii-xxxvi)
9	THU 10/19	Understanding Immigration: *They Say/I Say* with Ngai and York	**DUE: RAE Final** **Read**: York's "No, Our Immigration System Isn't Broken…"
10	TUE 10/24	Understanding Immigration: *They Say/I Say* with West and Semotiuk	**Read**: West's "Inside the Immigration Process" and Semotiuk's "Spousal Immigration…"
10	THU 10/26	Understanding Immigration: *They Say/I Say* with McDaniel and Arce	**Read:** McDaniel's "The Cost of Citizenship" **Watch:** Watch TedTalks, Julissa Arce, "The Shifting Conversation Around Citizenship" (16:56) and Bloomberg Report, Interview with Julissa Arce (7:34)
11	TUE 10/31	Synthesizing Sources with Rogers and others Last Day to Drop (Nov. 1st)	**Read:** Rogers' "Two Valedictorians in Texas…" **Watch:** Larissa Martinez's Valedictorian Speech (6:06) **Search:** Reactions to #LarissaMartinez and #MayteLara on Twitter or other social media
11	THU 11/2	Advancing the Argument: Writing Claims and Reasons (Thesis Worksheet)	**Read:** *TSIS* Chapters 4 & 5
12	TUE 11/7	Structuring Arguments: Outlining Synthesis Essay	**Read:** *EAA* Chapter 7 **Due:** Respond *EAA* p. 129
12	THU 11/9	Addressing the Naysayer & Summarizing the Opposition	**Review:** *TSIS* Chapter 6

		In-Class: *TSIS* Ch. 2 Exercise 1 (p. 40)	
13	TUE 11/14	Documenting Sources: How to Use MLA Citations	
13	THU 11/16	Assign Peer Review Prompt	**DUE: First Draft of Synthesis Essay**
14	TUE 11/21	Read Aloud and Discuss Sample Synthesis Essay	**DUE: Completed Peer Review**
14	THU 11/23	Thanksgiving Holiday No Class	
15	TUE 11/28	Synthesis Essay Workshop and Conferences	
15	THU 11/30	Synthesis Essay Workshop and Conferences	
16	TUE 12/5	Synthesis Essay Workshop and Conferences	
16	THU 12/7	Exit Instructions/ Revision Workshop **Last Day of Class (Please Note: We will not meet after this class. There is no final during "finals week")**	**DUE: Synthesis Essay Final**

Description of Major Assignments:

Discourse Community Analysis (Due 9/26). For this essay, you will make an argument explaining how you became part of a discourse community.

Rhetorical Analysis (Due 10/19). For this essay, you will write a rhetorical analysis of a designated essay from the "Processing Immigration" reading cluster.

Synthesis Essay (Due 12/7). This essay is the "Signature Assignment" for this course. For this essay, you will continue your writing on the "Processing Immigration" topic cluster. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

Peer Reviews. Each essay will include mandatory peer review workshops. You will be required to complete all sections of the peer review prompts in order to receive full credit. It is **very important that you participate in peer review, as you will not be able to make up these points.**

Participation Policy and Attendance. Successful college students in my course come to class and participate regularly. 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 in order to receive an alternative daily grade/participation grade assignment***. In terms of lecture notes, should you miss class (even with 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.

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. Thus, there is no "attendance" grade in my course. However, there is a participation grade which will be assessed holistically (100 or zero) based on completion of fifteen in-class assignments (and one out-of-class assignment) including: Notecard discussion questions, the plagiarism tutorial quiz, and workshops). All students will begin the semester with a "100" for participation. Should s/he miss an assignment, s/he will be docked points as follows:

15 = 100%, 14 = 93%, 13 = 87%, 12 = 80%, 11 = 73%, 10 = 67%, 9 = 60%, 8 = 53%, 7 = 47%, 6 = 40%, 5 = 33%, 4 = 27%, 3 = 20%, 2 = 13%, 1 = 7%

For instance, if Jane Doe misses a class assignment because she is either late or absent, she will be docked points, resulting in a "14" (or 93). This will remain in the gradebook, assuming Miss Doe completes the remaining 14 assignments. Should she miss subsequent assignments, points will be docked according to the key. I will not allow students to make up work for absences except in special circumstances and with sufficient evidence of extenuating circumstances (i.e. hospitalization, university activities, religious holidays, etc). Should you be eligible for an excused absence (i.e. athletic event, religious holiday), please ***submit it to me in writing at least one week prior to the planned absence*** so that we can make alternative arrangements for you to fulfill the assignment.

Late Assignments. All in-class assignments are due at the beginning of class on the due date specified. All major writing projects are due on Blackboard at the specified due date and time. I do not accept late assignments for any reason without prior arrangement due to an excused absence.

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.

Grades. Final grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

Your final grade for this course will consist of the following:

Discourse Community Analysis	25%
Rhetorical Analysis	25%
Synthesis Essay ("Signature Assignment")	30%
Participation (15)	10%
Peer Reviews (3)	10%

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.

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 overall grade average. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Turning in Assignments to Blackboard. All three major writing projects (DCA, RA, SE) will be submitted to Blackboard. **I will not accept any assignments via e-mail or paper**. 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. The medical brochure may be submitted as a pdf file. 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 for the assignment.

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.

Late Enrollment Policy. Though I realize that at times 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 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, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, 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.

Grade Grievances: An appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see http://catalog.uta.edu/academicregulations/grades/#undergraduatetext

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.

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. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *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.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members may employ the Honor Code in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-

related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: For semester-long courses**,** 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 on our floor (the first floor). Exit the classroom, turn right, and exit the double doors leading to the "mall" area across from Preston 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 individuals with disabilities.

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.

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 http://www.uta.edu/universitycollege/resources/index.php

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR). The English Writing Center offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Their facilities are 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 6 p.m. Saturdays and Sundays. Students must register and can make appointments online at http://uta.mywconline.com.

Be judicious in choosing your appointment length! For instance, 20-minute Quick Hits appointments are specifically for "quick" or minor concerns such as grammar, citations, or thesis construction. Longer appointments are for higher order concerns such as organization, structure, cohesion, or even just brainstorming and assignment comprehension. Know what you want to work on prior to your appointment and choose your time slot accordingly. 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 for more information about services and guidelines.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

ENGL 1301 Syllabus Contract

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

_____ _____
Printed Name ..... Date

_____ _____
Signature ..... 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_____