**Syllabus —English 1301 [Section 001]**

**English 1301: Rhetoric and Composition I**

**Instructor Information:**

**Instructor’s Name:**

Michael Ryan Hale (ABD)

**Course Information:**

ENGL 1301.001

**Class Meeting:** MTWR 8:00 AM – 10:00 AM

**Room:** TH (Trimble Hall) 101

**Office:** CAR (Carlisle Hall) 101

10:00 AM to 11:00 AM

**Email:** Michael.hale@uta.edu

**ENGL 1301 RHETORIC AND COMPOSITION I:** Introduction to college reading and writing. Emphasizes recursive writing processes, rhetorical analysis, synthesis of sources, and argument.

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

*Rhetorical Knowledge*

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

*Critical Reading, Thinking, and Writing*

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

*Processes*

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

*Conventions*

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

**Required Texts: STUDENTS MUST HAVE THE FOLLOWING EDITIONS**

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

*Everything's An Argument: Custom UTA edition, 2017***Description of Major Assignments:**

**Discourse Community Analysis (Final due 7/23):** For this essay, you will make an argument explaining how you became part of a discourse community.

**Rhetorical Analysis (Final due 8/2):** For this essay, you will select an essay cluster on one of the following topics: Fat Taxes, Immigration, Social Class, The Body, or Authenticity. You will write a rhetorical analysis of a designated essay from your selected cluster.

**Synthesis Essay (Final due 8/15):** 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.

**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.  
  
Summary Responses/Reading Responses/Reading Quizzes:** More specific **reading response**

prompts will also be provided and assigned as homework or in-class writing assignment. **Reading**

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

**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:

Discourse Community Analysis 25%

Rhetorical Analysis 25%

Synthesis Essay 30%

Reader Responses/Summary Responses/Quizzes 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 (DCA, RAE and SA) 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.  
  
**Attendance**: As this is a Summer course, things move at an extremely fast pace. Because of this, you may miss only one class during the 5 weeks we have together and have it count as Unexcused. Any class misses outside of this one Unexcused absence will result in the loss of 10 points from your cululative, Final Grade. If you know you’re going to miss a day, you may make sure to get an Excused absence for the date in question by alerting me 7 days in advance or more via email. This will act as an electronic record and I will respond to it so you have a record that the date was logged with me in advance. If you are going to be absent on a day where Peer Review is going on, remember that it is your responsibility to get a copy of your Draft electronically to your peers via email on or before the workshop day in question.

**Turning in Assignments to Blackboard:** All major assignments (DCA, RAE and SA) 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 for the assignment. If you want to submit a PDF, send me a .DOC or a .DOCX version first and then upload a second copy as a PDF.

**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. For undergraduate courses, see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10>.

**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.

**Late Major Assignment Drafts**: I need your drafts in on time so that I can get your feedback to you promptly. If a paper is due on 7/10 you have until the end of the day to get it in. 11:59 PM is always the deadline for your papers. Once the clock ticks over to the next day, your paper is late. If you can get your paper in through Blackboard before 11:59 on 7/11, your Draft will receive a grade of 50. On 7/12 your paper grade will be 0 and you will lose 10 points from the Final version of your paper. To repeat: if a draft of your Issue Proposal paper is due by 7/10 by 11:59, and you turn a paper in on 7/12 at 12:00 AM through Blackboard? Your Issue Proposal Draft will be a 0 and your Final version of the paper will have 10 points taken off from it.   
  
**Late Major Assignment Final Papers**: I need your Finals in on time so that I can get your feedback to you promptly. If a paper is due on 8/10 you have until the end of the day to get it in. 11:59 PM is always the deadline for your papers. Once the clock ticks over to the next day, your paper is late. If you get your paper in through Blackboard before 11:59 on 8/11, your paper will receive a 10 point deduction off its grade. For every day that your Final paper is late, I will deduct 10 points off its grade. To repeat: if a draft of your Issue Proposal paper is due by 7/17 by 11:59, and you turn a paper in on 7/18 at 12:00 AM through Blackboard? Your Issue Proposal Final will have a 10 point deduction. If you get your paper turned in on 7/19 at 12:00 AM? 20 point deduction, etc…  
  
**Peer Review Work**: You’ll need to be in class for the Peer Review sessions. If you have an excused absence set up for the day of a Peer Review, it is your responsibility to get in touch with your assigned Peers to make sure you can all coordinate your reviews via email. You will all have assigned peers and access to the peer review listing that tells you who these students are. You can access the MyMav emails of these students through Blackboard under the USERS & GROUPS tab. Selecting USERS will give you the names of all students in the class and their emails. You never have a reason for not having made sure your Peers at least receive an electronic copy of your Drafts, even if you miss a day that is unexcused.

**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.

**Participation Policy.** Improvement in writing is a complex process that requires a great deal of practice. Successful college students 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. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions.

Note: 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 have adopted the aforementioned attendance policy.

**Classroom Behavior.** Class sessions require your full attention. You are allowed to make use of electronic devices and laptops. 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.

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. For information regarding Title IX, 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.

**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](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](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, proceeding down the stairs. 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. 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.

**Instructor Meeting Times and Questions:** I am going to make myself available for an office hour from Mondays through Thursdays, 10:00 AM-11:00 AM. Please come and see me, or email, if there is ever anything I can do. If you want to show me a paper explicitly, I urge you to do the following.  
1. Send me a copy of the section you want me to examine, if your issue is localized to one spot.  
2. Give me 24 hours, if possible, to be able to come to our meeting prepared for your paper and to have notes and annotations ready for you.  
3. Your responsibility is to come to our meeting with at least some tentative kind of proposal as to how to fix the issue you’re having.  
So long as you’re coming prepared to consider how to fix your paper, and so long as I have had time to prep for what your paper needs, we can have an extremely productive meeting that will generate immediate results.  
  
Likewise, you’re always welcome to just show up. I don’t want you thinking otherwise. The issue is, if you show up without alerting me and ask me to read through your whole paper ‘just to see if it looks ok,’ things will take a long time to sort out. I am willing to do whichever method you prefer, but giving he a heads up and coming in with possible solutions you’d like to consider will ensure a productive meeting.

**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.

**\*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.

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| **Syllabus Abbreviations** | |
|  | SA: Synthesis Argument |
| *TSIS*: *They Say/I Say* | DCA: Discourse Community Analysis |
| *EEA: Everything’s An Argument* | RAE: Rhetorical Analysis Essay |

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| --- | --- | --- | --- |
| **Week** | **Date** | **Class Topic** | **Assignments Due** |
| **1** | TUES  7/10 | Intro to Student Responsibilities, academic conversation and syllabus/policies  Introduction to Academic Conversation. Watch & Discuss *Monty Python*.  **DUE IN CLASS TODAY**: Signed Syllabus Contract (copies of this will be provided for students) | READINGS FOR 7/11 TO BE READY TO TALK ABOUT IN CLASS: *TSIS* Preface, Introduction, and Chapter 9; *EAA* pp. 1-16 |
| **1** | WED  7/11 | **Discuss Assigned Readings** (TSIS Preface, Introduction and Chp. 9 + *EEA* pg. 1-16) **Discuss In Class** *EAA* pp. 17-27; TSIS Chapter 1 | READINGS FOR 7/12 TO BE READY TO TALK ABOUT IN CLASS: DCA Assignment on xvii-xxiv of *EEA*  Print out a copy of the Sample DCA (available on Blackboard) to being to class on Thursday |
| **1** | THU  7/12 | DCA Assignment &  Sample DCA Read Aloud:  **Discuss Assigned Readings:** *EAA* DCA Assignment xvii-xxiv  Writing a Thesis Workshop / DCA Writing Workshop | Keep working on your DCA Drafts. You’ll need to being a completed, 2 page draft IN CLASS on Monday (7/16)  READINGS FOR 7/17 TO BE READY TO TALK ABOUT IN CLASS: Read the ‘Best Practices for Peer Review’ document on Blackboard and bring a copy to class  Also, don’t forget to bring two copies of your DCA Draft to class tomorrow |
| **2** | MON  7/16 | Peer Review Workshop   Discuss ‘Best Practices for Peer Review’ handout  **DUE IN CLASS TODAY**: DCA Draft (bring two copies). These copies are for your Peers, not for me. Be sure, after you have had feedback from your peers and myself, that you let an electronic copy of your DCA online via Blackboard by 11:59 PM tonight. You will need to do this for all your Drafts, that is: bring a two page draft into class on Peer Review Workshop day for your peers and then make sure I have an electronic copy of your draft on Blackboard by 11:59 the same day. | Due on Blackboard: DCA Draft (due by 11:59 PM)  READINGS FOR 7/17 TO BE READY TO TALK ABOUT IN CLASS: *TSIS* Chapter 11 |
| **2** | TUE 7/17 | Discuss In Class: *TSIS* Cp. 11 | **Read**: *TSIS* Chapter 4, 10  READINGS FOR 7/18 TO BE READY TO TALK ABOUT IN CLASS: Ngai’s “Reforming Immigration for Good” (found on Blackboard). Come to class with a copy. |
| **2** | WED 7/18 | Identifying Appeals: Ngai’s “Reforming Immigration for Good”  **In-Class Reading**: Central Claims Handout | READINGS FOR 7/19 TO BE READY TO TALK ABOUT IN CLASS**:** *EEA RAE paper prompt on pg xxiv-xxxii +* pg 50-70 [we will go over these pages in class, but do your best to examine these pages and take notes to talk about in class on Thursday] Print out a copy of the Sample RAE (available on Blackboard) to bring to class on Thursday |
| **2** | THU 7/19 | RAE Assignment &  Sample RAE Read Aloud: *RAE paper prompt on pg xxiv-xxxii* | *Prof. Hale will return DCA Drafts with comments* |
| **3** | MON 7/23 | Finding and Stating Claims and  the Naysayer:  RAE-eligible article (Ngai’s article) | **Due**: Final DCA (on Blackboard by 11:59 pm tonight)  READINGS FOR 7/24 TO BE READY TO TALK ABOUT IN CLASS**:** York’s “No, Our Immigration System Isn’t Broken…” (available on Blackboard). Bring a copy to class. |
| **3** | TUE 7/24 | Understanding Immigration:  *They Say/I Say* with Ngai and York | READINGS FOR 7/25 TO BE READY TO TALK ABOUT IN CLASS**:** West’s “Inside the Immigration Process” and Semotiuk’s “Spousal Immigration…” Bring a copy to class. |
| **3** | WED 7/25 | Understanding Immigration:  *They Say/I Say* with West and Semotiuk | READINGS FOR 7/26 TO BE READY TO TALK ABOUT IN CLASS**:** McDaniel’s “The Cost of Citizenship” Bring a copy to class  Also, don’t forget to bring two copies of your RAE Draft to class tomorrow |
| **3** | THU 7/26 | Peer Review  and Introduction to Synthesis   **DUE IN CLASS TODAY**: RAE Draft (2 copies) | Due on Blackboard Today: RAE Draft (by 11:59 PM)  READINGS FOR 7/30 TO BE READY TO TALK ABOUT IN CLASS: *EEA* xxxiii-xxxix)  Next class, bring a copy of the Synthesis Assignment Sample paper (available on Blackboard) to class. |
| **4** | MON 7/30 | Synthesis Assignment (SA) &  Sample Synthesis Read Aloud:  Discuss in Class: *EEA* xxxiii-xxxix | *Prof. Hale will return RAE Drafts with comments* |
| **4** | TUE 7/31 | Synthesizing Sources  **Last Day to Drop Classes. Submit requests to advisor prior to 4pm.** | READINGS FOR 8/1 TO BE READY TO TALK ABOUT IN CLASS: *TSIS* Ch. 8 |
| **4** | WED 8/1 | Synthesizing Sources Activity   Discuss TSIS Cp. 8 | **Read**: All articles in Reading Cluster of choice |
| **4** | THU 8/2 | Staking Your Claim & Reasons | **Read**: *TSIS* Ch. 5  **Due:** Final RAE (on Blackboard by 11:59 pm) |
| **5** | MON 8/6 | Planting a Naysayer | **Read**: TSIS Ch. 6  Also, don’t forget to bring two copies of your Synthesis Draft to class tomorrow |
| **5** | TUE 8/7 | In-Class Peer Review  **Due In Class Today**: SA Draft (two copies) | **Due on Blackboard**: SA Draft via Blackboard by 11:59 PM |
| **5** | WED 8/8 | Documenting Sources:  Lecture in MLA Citations |  |
| **5** | THU 8/9 | Q&A Day With Professor on Your Grade, Papers, Etc… | *Prof. Hale will return Synthesis Drafts with comments*  **Due:** Final SA Essay (on Blackboard by Mon, 8/15 11:59 pm) |

**ENGL 1301 Syllabus Contract**

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

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Print Name Date

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Signature Date

**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