

English 1301: Reading, Writing, and Critical Thinking I

Instructor: Mr. Robert LaRue and Mrs. April Kinthead

Course Information: Sections 018 and 024

Office/Hours: MW 8:45a.m. - 9:45a.m, 409 Carlisle Hall (Mr. LaRue) and 518 Carlisle Hall (Mrs. Kinthead)

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English 1301: Critical Thinking, Reading, and Writing I is a course in reading, writing, rhetorical analysis, and argument. Organized around the OneBook, the course is linked to university co-curricular activities that invite you to participate in classroom, campus-wide, and national conversations about timely issues. You will read a wide variety of texts and complete both informal writing assignments and formal essay projects that draw upon outside sources as well as your own experiences.

ENGL 1301 Expected Learning Outcomes. By the end of ENGL 1301, you 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 your 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 your 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 your 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 and Materials.

Canedy, A Journal for Jordan (J4J on syllabus)

Graff and Birkenstein, They Say/I Say 2nd edition (TSIS on syllabus)

First-Year Writing: Perspectives on Argument (FYW on syllabus) [UTA custom textbook]

Hacker, A Writer's Reference 6th edition (optional)

A bound notebook

Description of Major Assignments.

[In-Class Essay Exam (due 9/3): *The in-class essay will be a discussion of what has motivated you to attend college. You will also need to discuss how you foresee your college experience influencing your life, or how it is currently influencing your life.*

Discourse Community Memoir (due 9/15): *For this essay, you will make an argument explaining how you became part of a discourse community.*

Synthesis Essay (due 10/20): *For this essay, you will select a topic after reading texts on several of the following issues: war and peace; intersections of race, social class, and gender; ideals of masculine and feminine beauty; grief and trauma; and issues in autobiography/memoir. After learning a great deal about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.*

Visual Argument (due 11/8): *In your visual argument, you will create a visual representation of your main claim and support from your OneBook Essay. You will present your argument to the class.*

OneBook Essay (due 12/3): *In your final essay, you will use the concepts you discussed in your synthesis essay to analyze representations of your issue in *A Journal for Jordan* and at least one other text. You will present your argument to the class.*

Daily Directed “Free”-writing Journal: *At the start of each class, you will have 5 minutes to write on a given topic. While I will supply the origins of your writing, you will supply the response. This response can be as broad or as specific, as thoughtful or as commonplace as you’d like. There is no requirements on length (other than that you write for the duration of the allotted time) and no requirements on form (other than that your writing must stay “within” the perimeters of your bound notebook). I will take this journal up at the end of the semester and incorporate its points into your total points for “Class Participation.”*

Summary-Responses: *For your Summary-Responses, you will need to write a response of at least 250 words. In about two sentences (totaling about 50 words), summarize the reading(s) you have chosen; then respond to the point(s) that you find most relevant. You can agree, disagree, or both, with the piece; just explain why. If there are ways in which you can connect the reading with something from outside of the class, by all means do. The purpose of these responses is so that you can fully grapple with what is being said.*

In summation, you are to:

- 1. Summarize: In two or three sentences (a short paragraph – approx. 50 words), restate in your own words the author's main argument and its support reasons.*
- 2. Synthesize: In the next paragraph or two, weave together ideas/material from the reading with something else. That "something else" can be information/ideas from prior readings/class discussions or personal prior knowledge. Try to draw on your personal experiences.*
- 3. Apply: Try to think of a way that the reading might apply to or influence your own understanding of your immediate world: are the ideas presented useful (how so)? Or should they be avoided (why)?*

Class Participation: *You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, and respectfully asking and answering questions. Also included in this grade are: your Summary-Response papers (5 total; however, any additional responses will help compensate for a lack in verbal class participation) which will be conducted as posts through WebCT; a short, 500-750 word, response of one OneBook event that you attended throughout the semester (posted on WebCT under the assignments) in which you summarize, in one to two sentences, and then respond to the event that you attended (think of this as a longer version of your Summary-Response papers); and any impromptu reading quizzes, reading response papers, summary papers, or other “daily” assignments that are later added.*

Peer Reviews. *Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper's final folder in order to receive full credit. It is **very important** that you attend class on peer review days, as you will not be able to make up these points.*

Grades. *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 Memoir	15%
Synthesis Essay	30%
Visual Argument	5%
OneBook Essay	35%
Class Participation	15%

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 average. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and other materials for that project. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Late Assignments. NO LATE WORK WILL BE ACCEPTED. Papers are due on the specified due date. Any assignments handed in after class has ended will be considered late, and absences do not excuse a paper from a due date. I will accept papers submitted electronically, only as a placeholder; however, no assignments that are submitted electronically will be graded. It is your responsibility to get a hardcopy to me AT THE NEXT CLASS MEETING.

Revision policy. Revision is an important means for improving both the writing process and the final product. Students have the option of revising two major essays—the Discourse Community Memoir and Synthesis Essay—after they have been graded. The original grade and revision grade will be averaged to arrive at the student's final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade.

Attendance Policy. 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. With that being said, you are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. You must inform me in writing at least one week in advance of an excused absence.

After accruing six unexcused absences (any absence not demarcated above), there will be a 5% deduction, per absence, from the final grade. In keeping with this, I will only supply what you miss for the first three absences (provided I am alerted of the absence before the fact). Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities.

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 out of site so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (which you have carefully read) to every class. You are expected to participate respectfully in class, to listen attentively to other class members, and to respond appropriately, as both consideration and courtesy are expected.

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.

Academic Integrity. 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.

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

Drop Policy. The last day to drop a class is Friday, November 5, 2010. You 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, you must see your 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 your responsibility to officially withdraw if you do not plan to attend after registering. **You 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 Writing Center, Room 411 in the Central Library, provides tutoring for any UTA student with a writing assignment. Writing Center tutors are carefully chosen and trained, and they can help students at any stage of their writing processes, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your errors or rewrite the assignment for you, but tutors will help you become better editors of your own writing. Tutors are familiar with the requirements for most assignments in first-year English classes. Tutoring sessions last no longer than 30 minutes, and you are limited to one tutoring session a day and two sessions a week. You can schedule Writing Center appointments by logging in to www.rich37.com/uta. During your first visit to the web site, you must complete a brief registration form. On subsequent visits, you can go directly to the schedule to make your appointments. Students who go to the Writing Center without an appointment are helped on a first-come, first-served basis as tutors become available. During long semesters, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. For summer hours or for additional information, students should visit the Writing Center web site, 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:*

- *Paper's Due Drop Inn.* The Paper's Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, in room B20 (located in the basement of Central Library), librarians will be available to assist you with research and/or citation. On most days, there will also be a tutor available from the Writing Center who can help with any problems you may have with organizing or writing papers.
- *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.
- *Virtual Office Hours.* Librarians who specialize in first-year students will be available online two evenings each week to assist students with research and citation. The ENGL 1301 and ENGL 1302 research guides include a chat box that makes it possible to IM a librarian without logging in to your own account. This page will also indicate the exact days/times the service is available. During Virtual Office Hours, students can IM the librarian at utavoh.

Additional Academic Resources. *The University of Texas at Arlington provides a variety of resources and programs designed to help you develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, you may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.*

Electronic Communication Policy. *All students must have access to a computer with Internet capabilities. You should check e-mail daily for course information and updates. I will send group e-mails through MyMav. I am happy to communicate with you through e-mail. 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 e-mail. Remember, I do not monitor my e-mail 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. **You are responsible for checking your MavMail regularly.** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to you for using this account, and it remains active even after you graduate from UT Arlington.*

Syllabus and Schedule Changes. *I try to make the syllabus as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Therefore, I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing through e-mail.*

Course Schedule. *Assignments are due on the day they are listed. All homework is due the following class period.*

Week 1 (8/27)
F 8/27

Introduction
Introduction to Course; Review syllabus, Policies and Procedures
Homework: Read FYW CH. 1 (Intro to Argument) and FYW Ch. 2 (Rhetorical Situations)

Week 2 (8/30 – 9/3) M 8/30 W 9/1 F 9/3	Arguments and Claims <i>Icebreaker; Argument; Introduction to Discourse Community Memoir Assignment</i> Homework: Read FYW Ch. 3 (Claims) <i>Summary-Response Instructions; (In-class) Diagnostic Essay</i> Due: Summary-Response #1 Homework: Read “Aria” by Rodriguez, and FYW Ch. 4 <i>Introduction to Claims</i> Homework: Read TSIS Preface and Introduction
Week 3 (9/6 – 9/10) M 9/6 W 9/8 F 9/10	Arguments, and the Rhetorical Situation Labor Day. No Class <i>T.R.A.C.E. Analysis; Supporting Your Claims</i> Due: Summary-Response #2 Homework: Read “Marked Woman” by Tannen <i>Visit to the Writing Center; Peer Review (DCM)</i> Due: Draft (min. of 3 full pages) of Discourse Community Memoir (DCM) – 3 Copies Homework: TSIS Ch. 1
Week 4 (9/13 – 9/17) M 9/13 W 9/15 F 9/17	Arguments and Claims Census Date; Bringing Your Self into the Discussion; Sample DCM Due: Summary-Response #3 Homework: Read TSIS Ch. 2 and FYW Ch. 11 (Reading/Thinking/Writing about Issues) <i>Introduction to Synthesis Essay Assignment; Summarizing/Paraphrasing and Other</i> Due: Discourse Community Memoir Homework: Read TSIS Ch. 2, 3 and 5 <i>Discuss Strengths and Weaknesses of DCMs; Introduce Synthesis Materials</i> Homework: Read “A Tool Kit” by Smith and Watson
Week 5 (9/20 – 9/24) M 9/20 W 9/22 F 9/24	Autobiography and Life Writing <i>How is Life writing an Argument?; Developing a Thesis</i> Due: Summary-Response #4 Homework: Read “Memoir? Fiction? Where’s the Line” by Schwartz and TSIS Ch. 4 (pp. 55-67) <i>Narrative and Argument</i> Homework: Read “Life Narrative” by Smith and Watson and TSIS Ch. 7 (pp. 92-101) <i>Life stories; So What?</i> Homework: Read “How to Tell a True War Story” by O’Brien
Week 6 (9/27 – 10/1) M 9/27 W 9/29 F 10/1	War and Peace <i>Discussion of O’Brien</i> Due: Summary-Response #5 Homework: Read “Death and Dying: Views from Many Cultures” <i>How Death Affects Perspective; Discuss Sample Synthesis Essay</i> <i>Library Day</i> Homework: Read “The Male Myth” by Theroux
Week 7 (10/4 – 10/8) M 10/4	Masculine and Feminine Beauty <i>Men Leasing Agency</i> Due: Summary-Response #6

W 10/6 F 10/8	Homework: Read “Never Just Pictures” by Bordo <i>Women and Society: Language and Power(lessness)</i> <i>Peer Critique (Synthesis Essay)</i> Due: Draft (min. of 3 full pages) of Synthesis Essay Homework: Read J4J Ch. 1-3 (pp. 1-51)
Week 8 (10/11 – 10/15) M 10/11	Intersections of Race, Class and Gender <i>Tinged Arguments: Arguments guided by race and class</i> Due: Summary-Response #7 Homework: Read “Physical Culture” by McQuade & McQuade and TSIS Ch. 6 (pp. 78-91)
W 10/13 F 10/15	<i>Gendered Race and Class</i> <i>Peer Critique (Synthesis Essay)</i> Homework: Read J4J Chs. 4-7 (pp.53-115)
Week 9 (10/18 – 10/22) M 10/18	Tying It All Together <i>Discuss J4J</i> Due: Summary-Response #8 Homework: Read J4J Chs. 8-9 (pp. 117-158)
W 10/20	<i>Introduction to OneBook Essay assignment/Visual Argument Assignment</i> Due: Synthesis Essay Homework: Read FYW Ch. 10 (Visual Arguments)
F 10/22	<i>View Sample Visual Arguments and Picking a Theme</i> Homework: Read J4J Chs. 10-14 (pp. 159-224)
Week 10 (10/25 – 10/29) M 10/25	Arguing Visuals <i>Discuss J4J; Arguing Visually</i> Due: Summary-Response #9 Homework: Read J4J Chs. 15-Author’s Note (pp. 211-260)
W 10/27 F 10/29	<i>Discuss J4J, finding a Claim</i> <i>Peer Critique (Visual Argument)</i> Due: Claim for OneBook Essay, and at least six supporting images for that Claim
Week 11 (11/1 – 11/5) M 11/1	The Writing Process: Writing <i>Invention Exercises</i> Due: Summary-Response #10
W 11/3 F 11/5	<i>Review Sample OneBook Essay</i> <i>Library Day (MLA Review)</i>
Week 12 (11/8 – 11/12) M 11/8	Presenting Your Ideas <i>Presentations</i> Due: Visual Argument Assignment
W 11/10 F 11/12	<i>Presentations</i> <i>Peer Critique (OneBook Essay)</i> Due: Full Draft of OneBook Essay – 3 copies
Week 13 (11/15 – 11/19) M 11/15 W 11/17 F 11/19	<i>Conference with Instructor</i> <i>Conference with Instructor</i>
Week 14 (11/22 – 11/26) M 11/22	

W 11/24	TBA
F 11/26	Thanksgiving Holiday. No Class

Week 15 (11/29 – 12/3)

M 11/29	<i>Peer Critique (OneBook Essay)</i>
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W 12/1	<i>Review for In-class Essay</i>
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F 12/3	<i>In-class Essay</i>
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Due: OneBook Essay

Week 16 (12/6 -12/10)

M 12/6	<i>Discuss Positives/Negatives of OneBook Essay</i>
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W 12/8	TBA
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F 12/10	Due: OneBook Campus Activity Response Paper
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ENGL 1301 Syllabus Contract

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

Print Name

Date

Signature

Date