

# English 1301. Composition I: Critical Thinking, Reading, and Writing



## Syllabus

Spring 2012

### Course Description

The critical thinking about, and reading and writing of, referential/expository discourse. Introduction to inventional procedures. Writing assignments focusing on identification and development of a subject, on organization, audience analysis, style, and the revision process.

**Department:** Department of English  
**Course Number:** ENGL 1301 (3-0 Credit Hours)  
**Course Title:** Composition I: Critical Thinking, Reading, and Writing  
**Professor:** Justin Lerberg      [jlerberg@uta.edu](mailto:jlerberg@uta.edu)

### Course Prerequisites

None

### Required Textbooks

- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Crown, 2010.
- Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2006.
- Hacker, Diana. *A Writer's Reference*. 6th ed. Boston: Bedford/St. Martin's, 2007.

### Course Objectives

1. Use knowledge of the rhetorical situation—writer, purpose, subject, genre, audience—to analyze and construct texts.
2. Compose texts in a variety of genres, expanding their repertoire beyond predictable forms.
3. Provide appropriate support for claims.
4. Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions.
5. Use the collaborative and social aspects of writing processes to critique their own and others' works.

## Course Outcomes

1. View, read, and respond in writing to lectures on the history and theory of rhetoric and the differences between rhetorical and objective theories of texts.
2. Compose formal essays of three types: reflection on one's own rhetorical development, synthesis of others' writings, and extended analysis of a work of fiction. Participate in discussion forums.
3. Provide reasons and evidence for the claims in any piece of writing, be it formal essay or informal discussion posting.
4. Draft and revise multiple drafts of formal paper assignments.
5. Produce peer reviews of others' writing and revise one's own writing based on peer feedback.

## Grading Policy

**A:** 900 – 1000

**B:** 800 - 899

**C:** 700 - 899

**Z:** Course must be repeated (does not affect GPA)

**F:** Student does not complete assigned work

## Evaluation

Assignment	Points
Paper 1 – Rhetorical Autobiography (3-4 pp.)	200
Paper 2 – Synthesis Essay (4-5 pp. minimum)	200
Paper 3 – OneBook Essay (4-6 pp. minimum)	200
Peer Reviews (3)	200
Discussion Assignments (12)	200

## Course Policies

Schedule of lessons and activities: You must complete all assignments and quizzes by the due dates. All due dates for the assignments and quizzes are listed in the course schedule, which is located at the end of this syllabus.

## 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)

## Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

## Student Support Services Available

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

## Drop Policy

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments.

## 15-Week Course Schedule

Unit 1	
<b>Week 1</b>	<p>"Rhetoric vs. Philosophy."          "Introducing a Rhetorical Theory of Texts."          Preface, Introduction, Ch. 9 in <i>They Say/I Say</i>.</p> <p><b>Discussion Assignment 1 due by 10:00 p.m., Sunday, 1/22.</b></p>
<b>Week 2</b>	<p>"Introducing Argument."          Chs. 1 and 7 in <i>They Say/I Say</i>.</p> <p><b>Discussion Assignment 2 due by 10:00 p.m., Sunday, 1/29.</b></p>
<b>Week 3</b>	<p>"Introducing Composition."          Ch. 10 in <i>They Say/I Say</i>.</p> <p><b>Discussion Assignment 3 due by 10:00 p.m., Sunday, 2/5.</b></p>
<b>Week 4</b>	<p>"What Counts as Evidence?"          "Problems and Possibilities of Standard English."</p> <p><b>Begin Rhetorical Autobiography.          Discussion Assignment 4 due by 10:00 p.m., Sunday, 2/12.</b></p>
<b>Week 5</b>	<p>"Stasis Theory."</p> <p><b>First submission of Rhetorical Autobiography and Discussion Assignment 5 due by 10:00 p.m., Sunday, 2/19.</b></p>
<b>Week 6</b>	<p>"Revision."</p> <p><b>Rhetorical Autobiography Peer Review due by 10:00 p.m., Sunday, 2/26.</b></p>

<b>Week 7</b>	<p>"Rhetorical Analysis."</p> <p><b>Rhetorical Autobiography due by 10:00 p.m., Sunday, 3/4.</b></p>
<b>Unit 2</b>	
<b>Week 8</b>	<p>Chs. 2, 3, 4, 5, and 6 in <i>They Say/I Say</i>.</p> <p><b>Begin Synthesis Essay.</b>  <b>Discussion Assignment 6 due by 10:00 p.m., Sunday, 3/11.</b></p>
<b>Week 9</b>	<p>Pages 8-92 in <i>The Immortal Life of Henrietta Lacks (ILHL)</i>.</p> <p><b>Discussion Assignment 7 and first submission of Synthesis Essay due by 10:00 p.m., Sunday, 3/25.</b></p>
<b>Week 10</b>	<p>Pages 93-143 in <i>ILHL</i>.</p> <p><b>Discussion Assignment 8 and Synthesis Essay Peer Review due by 10:00 p.m., Sunday, 4/1.</b></p>
<b>Week 11</b>	<p>Pages 144-198 in <i>ILHL</i>.</p> <p><b>Discussion Assignment 9 and Synthesis Essay due by 10:00 p.m., Sunday, 4/8.</b></p>
<b>Unit 3</b>	
<b>Week 12</b>	<p>Pages 199-249 in <i>ILHL</i>.</p> <p><b>Begin OneBook Essay.</b>  <b>Discussion Assignment 10 due by 10:00 p.m., Sunday, 4/15.</b></p>
<b>Week 13</b>	<p>Pages 250-310 in <i>ILHL</i>.</p> <p><b>Discussion Assignment 11 and first submission of OneBook Essay due by</b></p>

	<b>10:00 p.m., Sunday, 4/22.</b>
<b>Week 14</b>	Pages 311-348 in <i>ILHL</i> . <b>Discussion Assignment 12 and OneBook Essay Peer Review due by 10:00 p.m., Sunday, 4/29.</b>
<b>Week 15</b>	<b>OneBook Essay due by 10:00 p.m., Sunday, 5/6.</b>