

## English 1301: Rhetoric and Composition I

**Instructor:** Julie McCown

Course Information: 1301.081; MWF 9:00-9:50 am; Preston Hall (PH) 306

Office/Hours: Carlisle Hall, Room 412; MWF 10:00am-11:00am

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Phone: English Dept. Office: 2-2692

(I do not have a UTA phone to receive calls or to return calls. The number provided here is for leaving a brief message that will be placed in my mailbox. I am not on campus every day to check for messages. Therefore, the most reliable form for communication is through UTA email.)

**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.**

Graff and Birkenstein, *They Say/I Say* 2<sup>nd</sup> edition

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

Ruszkiewicz et al, *The Scott, Foresman Writer* (UTA custom edition)

## Description of Major Assignments.

**Summary Responses/Reading Responses/Reading Quizzes:** Each reading response should be two double-spaced pages (around 500-600 words) and should address the prompts provided  
**Reading quizzes** will be assigned if students do not come to class prepared.

**Discourse Community Analysis (due Monday, 09/23):** For this essay, you will make an argument explaining how you became part of a discourse community.

**Rhetorical Analysis (due Monday, 10/21):** For this essay, you will select an essay cluster on one of the following topics: Race, The Body, Social Class, Authenticity, and Is College Worth It?. You will write a rhetorical analysis of a designated essay from your selected cluster.

**Synthesis Essay (due Wednesday, 11/27):** 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.

**In-Class Essay Exam (due Wednesday, 12/04):** The in-class essay exam will require you to write in response to a prompt you will be given on the day of the exam

**Class Participation:** You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. Your participation grade makes up 5% of your final grade (50 out of 1000 points). Each class period is worth approximately 1.16 points (there are 43 classes this semester). To receive full credit for participation each class you must: arrive to class no more than 5 minutes late, not leave class early, and demonstrate active engagement and preparation for each day's activities (this includes bringing the necessary readings, papers and other materials needed for each day).

**Peer Reviews.** Each essay will include mandatory peer review workshops. It is **very important that you participate in peer review, as you will not be able to make up these points.**

**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	250 points	(25%)
Rhetorical Analysis	250 points	(25%)
Synthesis Essay	300 points	(30%)
Responses/Quizzes	50 points	(5%)
Participation	50 points	(5%)
In-Class Essay Exam	100 points	(10%)

Final grades will be calculated as follows: A=90-100% (900-1000 points), B=80-89% (800-899 points), C=70-79% (700-799 points), F=69%-and below (699 points 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. **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.

**Late Enrollment Policy:** Though I realize that sometimes enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up attendance, missed opportunities for participation points, or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Late Assignments.** Papers are due at the beginning of class on the due date specified. Reading responses **will not** be accepted late. Assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission *in advance of the due date*. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date. If you are worried about being late, or you are unable to attend class on days when assignments are due, you may email me the assignment by the start of class on the day it is due.

**Paper Reuse Policy** – You are not allowed, under any circumstances, to reuse papers from prior classes in this course. 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.

**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. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence

After accruing **six (6)** unexcused absences in an M/W/F class, students will be penalized **5% off their final grade (or 50 points out of 1000)** for each additional absence. **If you accumulate eleven (11) or more unexcused absences, you will automatically receive an F regardless of your other grades in the course.** I will not supply what you miss by email or phone. 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. Habitual tardiness is one indication of poor time management and life preparation.

**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 unless the instructor asks you to use them for a class activity or writing workshop**; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and cluster 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.

**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.

**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 Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Fall 2013, you may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 7:30 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and Noon to 4:30 p.m. Saturday and Sunday. You may register and schedule appointments online at [uta.mywconline.com](http://uta.mywconline.com) or by visiting the Writing Center. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice

questions, or editing concerns) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page [www.facebook.com/WritingCenteratUTARlington](http://www.facebook.com/WritingCenteratUTARlington). Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

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 .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides .....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List.....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog.....	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals.....	<a href="http://liblink.uta.edu/UTAlink/az">http://liblink.uta.edu/UTAlink/az</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus .....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian .....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

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

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

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left or right when exiting the classroom. 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. As a general rule, I respond to emails within 24 hours.

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Conferences and Questions:** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment.

**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.

The due dates for major assignments (Discourse Community Analysis, Rhetorical Analysis Essay, and Synthesis Essay) will not change. However, it is entirely possible and, in fact, highly likely that in-class activities and readings might change. Such changes will be made in an effort to better prepare and equip you for successfully completing the major assignments. When these changes are made I will remind you repeatedly both in-class, by email, by Blackboard, and through updated course schedules. As long as you regularly attend class, check email, and check Blackboard, you should have no problem keeping up.

**ENGL 1301 Course Schedule.** Assignments are due on the day they are listed. Schedule subject to Revision.

<b>Syllabus Abbreviations</b>	
<i>TSIS: They Say/I Say</i>	RR: Reading Response
<i>SFW: The Scott, Foresman Writer</i>	DCA: Discourse Community Analysis
<i>FYW: First-Year Writing: Perspectives on Argument</i>	RAE: Rhetorical Analysis Essay

### Week 1

**F 08/23**

Course introduction. Policies and Procedures.

### Week 2

**M 08/26**

Introduction to Academic Conversation; **Diagnostic Essay**

**Read:** *TSIS* Preface, Introduction, and Ch. 11 and *FYW* pp. P11-P22 (FYE policies)

**W 08/28**

Introduction to Argument

**Read:** *FYW* Ch. 1: A Perspective on Argument and *TSIS* Ch. 1

**Due:** RR #1 on Review Question 2 p. 28

**F 08/30**

Introduce Discourse Community Analysis

**Read:** DCA Assignment in *FYW* pp. P26-P29, *SFW* pp. 13-14 review *TSIS* Ch. 1

**Bring to class:** Questions about DCA assignment

### Week 3

**M 09/02**

**No Class: Labor Day Holiday**

**W 09/04**

Identifying and Analyzing Discourse Communities

Appeals: Logos: Think about how you will demonstrate Logos appeals in DCA

**Read:** *FYW* Ch. 3: Supporting Claims: Appealing to Ethos, Pathos, and Logos

**F 09/06**

Appeals: Ethos: Think about how you will demonstrate Ethos appeals in DCA

Appeals: Pathos: Think about how you will demonstrate Pathos appeals in DCA

**Due:** RR # 2 Proposal for DCA

### Week 4

**M 09/09**

**Read:** Graff's, "Hidden Intellectualism" in *TSIS* pp. 198-205

**Due:** RR #3: Identify Graff's argument and analyze how he supports it with ethos, pathos, and logos appeals

**Census Date: Last day to withdraw without a W**

**W 09/11**

Discourse Community Analysis (DCA)

**Read:** *SFW* pp. 15-46

**Due:** RR #4: Introduction to DCA

**F 09/13**

Discuss and Assign Peer Review

**Read:** Sample DCA in *FYW* pp. P30-P32, and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in *SFW* pp. xxiii-xxix

**Due:** DCA rough draft

**Week 5****M 09/16**

In-class work on DCA in response to Peer Review

**Note: You must bring a working copy of your essay to class.**

**Due:** DCA peer review (by email)

***Writing Center Workshops***

***Sept. 17, 6 p.m. – ENGL1301: Discourse Community Analysis (DCA)***

***Sept. 18, Noon – ENGL1301: Discourse Community Analysis (DCA)***

**W 09/18**

The Rhetorical Situation

**Read:** *FYW* “The Rhetorical Situation” pp. 17-20. *FYW* Ch. 2

**F 09/20**

Overview of Essay Clusters

**Week 6****M 09/23**

Discuss strengths and weaknesses of DCA

Introduce Rhetorical Analysis Essay (RAE) and Preview the Synthesis Essay (SE)

**Read:** Assignment prompts pp. P33-P36 and P39-P42 in *FYW*

**Due: Discourse Community Analysis Portfolio**

**W 09/25**

Reading for the Conversation

**Read:** *TSIS* Ch 12

**F 09/27**

Practicing Rhetorical Analysis – rhetorical analysis charts

**Read:** Zinzenko’s “Don’t Blame the Eater” in *TSIS* pp.195-97

**Week 7****M 09/30**

Recognizing logos appeals; Reasons and evidence

**Due:** RR #5: Identify central claim and reasons, and examine how writer supports reasons in the essay you have chosen for RAE. Fill in first column of RAE chart

**W 10/02**

Recognizing ethos appeals

**Due:** RR #6: Fill in second column of RAE chart

**F 10/04**

Recognizing pathos appeals

**Due:** RR #7: Fill in third column of RAE chart

**Week 8**

**M 10/07**

Recognizing Counterarguments

**Due:** RR #8: Fill in Counterargument section of chart

**W 10/09**

RAE Focus and Plan: Write a draft of introduction and generate visual writing plan for essay

**Due:** Revised intro & writing plan

**F 10/11**

Review and discuss a sample RAE; Assign peer review partners

**Read:** Sample RAE pp. P37-P38 in *FYW*

**Due:** Rough draft of RAE

**Week 9**

**M 10/14**

In-class work on RAE's

**Note: You must bring a working copy of your essay to class.**

**Due:** Peer review (by email)

***Writing Center Workshops***

***Oct. 15, 6 p.m.—ENGL1301: Rhetorical Analysis Essay (RAE)***

***Oct. 16, Noon.—ENGL1301: Rhetorical Analysis Essay (RAE)***

**W 10/16**

In-class work on RAE's

**Note: You must bring a working copy of your essay to class.**

**F 10/18**

In-class work on RAE's

**Note: You must bring a working copy of your essay to class.**

**Week 10**

**M 10/21**

Introduce Synthesis Essay

**Read:** Assignment prompt pp. P39-P42 in *FYW*

**Due: Rhetorical Analysis Essay**

**W 10/23**

Essay cluster 1- Race

**Read:** Harlon Dalton, "Horatio Alger" (on Blackboard)

**F 10/25**

Essay cluster 1 - Race (cont.)

**Read:** Ken Hamblin, "The Black Avenger" (on Blackboard)

**Due:** RR #9: Proposal for Synthesis Essay

**Week 11****M 10/28**

Essay cluster 2 – The Body

**Read:** Susan Bordo, “Never Just Pictures” (on Blackboard)**W 10/30**

Essay cluster 2 – The Body (cont.)

**Read:** Polly Vernon, “Thin is in: in search of the perfect male body” (on Blackboard)**Last day to drop****F 11/01**

Essay cluster 3 – Social Class

**Read:** William Deresiewicz, “The Dispossessed” (on Blackboard)**Week 12****M 11/04**

Essay cluster 3 – Social Class (cont.)

**Read:** Janny Scott and David Leonhardt, “Shadowy Lines That Still Divide” (on Blackboard)**W 11/06**

Essay cluster 4 – Authenticity

**Read:** Ed Dante, “The Shadow Scholar” (on Blackboard)**F 11/08**

Essay cluster 4 – Authenticity (cont.)

**Read:** Robert Lindsey, “Dealer in Mormon Fraud Called Master Forger” (on Blackboard)**Due:** RR# 10: Updated plan for Synthesis Essay: includes Identify common threads and opposing points within the cluster’s articles**Week 13****M 11/11**

Essay cluster 5 – Is College Worth It?

**Read:** Louis Menand, “Live and Learn: Why We Have College” (on Blackboard)***Writing Center Workshops******Nov. 12, 6 p.m.—ENGL1301: Synthesis Essay******Nov. 13, Noon—ENGL1301: Synthesis Essay*****W 11/13**

Essay cluster 5 – Is College Worth It? (cont.)

**Read:** Jacques Steinberg, “Plan B: Skip College” (on Blackboard)**F 11/15**

Review and discuss a sample Synthesis Essay; Assign peer review partners

**Read:** Sample Synthesis essay pp. P43-P45 in *FYW***Due:** Rough Draft of Synthesis Essay

**Week 14****M 11/18**

In-Class Work on Synthesis Essay

**Note: You must bring a working copy of your essay to class.****Due:** Synthesis Essay peer review (by email)*Writing Center Workshops**Nov. 19, 6 p.m.—ENGL1301: Synthesis Essay**Nov. 20, Noon—ENGL1301: Synthesis Essay***W 11/20**

Out-of-class work on essay.

**F 11/22**

In-Class Work on Synthesis Essay

**Note: You must bring a working copy of your essay to class.****Week 15****M 11/25**

In-Class Work on Synthesis Essay

**Note: You must bring a working copy of your essay to class.****W 11/27**

Begin Work on Preparing for In-Class Essays and Essay Exams

Discuss strengths and weaknesses of synthesis essays

**Due: Synthesis Essay****F 11/29**

No Class: Thanksgiving Holiday

**Week 16****M 12/02**

Preparing for In-Class Essays and Essay Exams

Overview of Essay Exams: <http://www.uwec.edu/geography/ivogeler/essay.htm>Key Terms: <http://writingcenter.unc.edu/handouts/essay-exams/>**W 12/04**In-Class Timed Essay (40 to 45 minutes) **LAST DAY OF CLASS**

## 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

## 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 \_\_\_\_\_