## **English 1301: Rhetoric and Composition I**

**Instructor:** Nathan Gale, ABD

Course Information: ENGL 1301.054; ENGL 1301.055

Office/Hours: Carlisle Hall #525; Tu/Th 9:15 a.m. — 10:45 a.m.

Email: ngale@uta.edu

Phone: English Dept. Office: (817) 272-2692 (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* 2nd edition

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

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

**Short Description of Major Assignments.**

**Reading Responses:** Each response varies. More specific **summary response/reading response** prompts are provided in the course schedule and on Blackboard. All reading responses will be turned in through Blackboard as PDF documents. **Reading quizzes** will be assigned if students do not come to class prepared.

**Discourse Community Analysis (due 9/17):** For this essay, you will make an argument explaining how you became part of a discourse community. Both rough and final drafts of this essay will be turned in through Blackboard as PDF documents.

**Rhetorical Analysis (due 10/17):** For this essay, you will select an essay cluster on one of the following topics: Fat Taxes, Marriage Equality, Social Class, The Body, Authenticity. You will write a rhetorical analysis of a designated essay from your selected cluster. Both rough and final drafts of this essay will be turned in through Blackboard as PDF documents.

**Synthesis Essay (due 11/26):** 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. Both rough and final drafts of this essay will be turned in through Blackboard as PDF documents.

**In-Class Essay Exam (due 12/3):** 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

**Blackboard.** All major assignments, rough drafts, and reading responses must be turned in as PDF files through Blackboard unless cleared with the instructor a week in advance of the due date. Please note that even though you may turn in papers at any time through Blackboard, your papers and assignments are due by the beginning of class on the day stated in the course schedule below.

**Rough Drafts and Peer Reviews.** Some essays will require you to submit a copy of your rough draft to Blackboard (as a PDF file). Your instructor will comment on your rough draft, providing feedback for final revisions. Since these are rough drafts, the instructor’s comments will point out only those large problem areas that the student needs to improve. This does not mean, nor should the student understand this as meaning, that the rough draft comments are in any way exhaustive. The student is responsible for continuing to improve his/her paper. Should the student have a question about the comments on the rough draft or any specific problems/questions regarding parts of the rough draft that did not receive comments, it is the student’s responsibility to contact the instructor. **All rough drafts** need to be as complete as possible with no fewer than the minimum number of pages required of the assignment.

We will have mandatory peer review workshops held for before some of the papers are due. For each peer review you will be required to bring a rough draft copy of your paper. You will also be required to include all peer review materials in the paper’s final folder in order to receive full credit for the assignment. If you do not provide the peer reviews for that paper assignment on the due date, points will be deducted from your final paper grade (1 point per peer review). Since there are no opportunities for papers to be rewritten once turned in, it is **very important that you turn in rough drafts and attend class on peer review days, 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 25%

Rhetorical Analysis 25%

Synthesis Essay 30%

Responses/Quizzes 10%

In-Class Essay Exam 10%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below; Z=see the Z grade policy above.

**All major essay projects must be completed to pass the course.** If you fail to complete an essay project, you will fail the course, regardless of your 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.

**Submitting Assignments**. All Reading Responses, Rough Drafts, and final copies of the Major Assignments must be submitted as PDF files through Blackboard. For Major Assignments that require you to turn in additional material, you will need to bring a paper folder to class on the date the assignment is due, which includes any additional material required of the assignment—such as, peer reviews, rough drafts, process work, etc. Paper copies of final assignments will not be accepted unless cleared with the instructor before the assignment is due.

**PDF Resources:**

CutePDF Writer:

After installing the following program (<http://www.cutepdf.com/download/CuteWriter.exe>), choose to “print” your Word (.doc, .docx) file or Works (.wks). Choose “CutePDF Writer” instead of your normal printer. Then choose a location to save your PDF.

MS Word Add-in:

Install the following add-in for Word (<http://www.microsoft.com/download/en/confirmation.aspx?id=7>). Now you can choose to save your Word (.doc, .docx) file as a PDF.

**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 3 point 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 3 point deduction. Work is not accepted after one late day after the assigned due date. *So, for example, if the paper is due on Tuesday at 11:00 a.m., you will receive a 3 point deduction if you turn it in on that same Tuesday any later than 11:00 a.m. If you turn it in on Wednesday, you will receive a 6 point deduction. And the paper will not be accepted after Wednesday.* If you must be absent, your work is still due on the assigned date.

**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 four unexcused absences in a T/Th class or six unexcused absences in an M/W/F class, students will be penalized 5% off their final grade for each additional absence. 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. I take roll at the beginning of class, so if a student is tardy they may or may not be accounted for on my roll sheet. It is the student’s responsibility to make sure they are accounted for in the event they are tardy. 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 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 <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

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, which is located out of the classroom door, at the end of either hallway, and 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 MyMav. 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.

**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. I do not discuss individual student issues in the classroom before, during or after class.

Toward the end of the semester I will hold mandatory conferences. Students must sign up for a time to meet (~10 minutes each conference), show up on time (or earlier), and be prepared with questions if needed.

**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.

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

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

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| **Week** | **Date** | **Class Topic and Assignments Due** |
| **1** | 8/22 | Course introduction. Policies and Procedures. |
| **2** | 8/27 | Introduction to Academic Conversation  **Read:** *TSIS* Preface, Introduction, and Ch. 11 and *FYW* pp. p11-p22 (FYE policies)  Introduction to Argument  **Read:** *FYW* Ch. 1: A Perspective on Argument and *TSIS* Ch. 1.  **Due:** RR #1 on Review Question 2 p. 28 in *FYW*. |
| **2** | 8/29 | Introduce Discourse Community Analysis  **Read:** DCA Assignment in *FYW* pp. p26-p29, *SFW* pp. 13-14 review *TSIS* Ch. 1  **Due:** Questions about DCA assignment. |
| **3** | 9/3 | Identifying and Analyzing Discourse Communities  Review and discuss sample DCA. |
| **3** | 9/5 | Appeals: Ethos, Pathos, and Logos  **Read:** *FYW* Ch. 3: Supporting Claims: Appealing to Ethos, Pathos, and Logos; **Read:** Graff’s, “Hidden Intellectualism” in *TSIS* pp. 198-205.  **Due:** RR # 2 Proposal for DCA;  **Due:** RR #3: Identify Graff’s argument and analyze how he supports it with ethos, pathos, and logos appeals.  Think about how you will demonstrate Ethos, Pathos, and Logos appeals in DCA |
| **4** | 9/10 | Discuss and Assign Peer Review/In-class work on DCA  **Read:** Sample DCA in *FYW* pp. p30-p32, and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in *SFW* pp. xxiii-xxix.  **Due:** First draft of DCA. |
| **4** | 9/12 | Peer Review of DCA  **Due:** Second draft of DCA. |
| **5** | 9/17 | Discuss strengths and weaknesses of DCA. Read around.  **Due: Discourse Community Analysis Portfolio** |
| **5** | 9/19 | Introduce Rhetorical Analysis Essay (RAE) and Preview the Synthesis Essay (SE)  **Read:** Assignment prompts pp. p33-p36 and p39-p42 in *FYW*.  **Read:** *FYW* Ch. 3: Reading, Thinking, and Writing About Issues |
| **6** | 9/24 | The Rhetorical Situation  **Read:** *FYW* “The Rhetorical Situation” pp. 17-20. *FYW* Ch. 2  Parts of the Argument  **Read:** *SFW* Ch. 1, pp. 1-12; *FYW* Ch. 4 Finding and Stating Claims |
| **6** | 9/26 | Parts of the Argument  **Read:** *FYW* Ch. 6 Reasons and Evidence |
| **7** | 10/1 | Practicing Rhetorical Analysis & Selecting a Topic for the RAE  **Read:** Zinczenko’s “Don’t Blame the Eater” in *TSIS* pp.195-97.; Review essays in topic clusters and select a cluster.  **Due:** RR #4 TRACE analysis of one essay from one cluster  **In class:** Identify Zinczenko’s central claim and reasons, and examine how she supports her reasons; TRACE; |
| **7** | 10/3 | Review and discuss a sample RAE.  **Read:** Sample RAE pp. p37-p38 in *FYW*.  ***Writing Center Workshops***  ***Oct. 15, 6 p.m.—ENGL1301: Rhetorical Analysis Essay (RAE)***  ***Oct. 16, Noon.—ENGL1301: Rhetorical Analysis Essay (RAE)*** |
| **8** | 10/8 | In-class work on RAE/Assign peer review.  **Due:** First draft of RAE |
| **8** | 10/10 | In-class work on RAE.  **Due:** Peer review feedback on RAE. |
| **9** | 10/15 | Introduce Synthesis Essay.  **Read:** Assignment prompt pp. p39-p42 in *FYW*. |
| **9** | 10/17 | Essay Cluster 1: “Fat Taxes”  **Read:**  Balko, “What You Eat is Your Business” and Mankiw, “Can a Soda Tax Save Us from Ourselves?”  **Due:** Brainstorm writing: Common threads in Essay Cluster  **Due: Rhetorical Analysis Essay.** |
| **10** | 10/22 | Essay Cluster 2: “Authenticity”  **Read:** Kennedy, “Goodwin’s Folly” and Dante, “The Shadow Scholar”; Honor Code; Syllabus Statement on Academic Integrity  **Due:** Brainstorm writing: Common threads in Essay Cluster and other readings |
| **10** | 10/24 | Essay Cluster 3: “The Body”  **Read:** Kelley, “Beauty is Defined and Not By You” and “The Media Assault on the Male Body”  **Due:** RR #5 Identify common threads and opposing points in Essay Cluster |
| **11** | 10/29 | Essay Cluster 4: “Same-Sex Marriage”  **Read:** Quindlen, “Public and Private; Evan’s Two Moms” and Gallagher, “What Marriage is For”  **Due:** Brainstorm writing: Common threads in Essay Cluster |
| **11** | 10/31 | Essay Cluster 5: “Social Class”  **Read:** Myers, “What Class Warfare Really Means” and Norton, “Americans Underestimate US Wealth Inequality”  **Due:** Brainstorm writing: Common threads in Essay Cluster |
| **12** | 11/5 | Synthesizing and Documenting Sources  **Read:** *SFW* Ch. 26, pp. 249-260; *FYW* Appendix 1 MLA Documentation  Putting It All Together: Difference Between the RAE and Synthesis Essay  **Due:** RR# 6 Proposal for Synthesis Essay |

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| **12** | 11/7 | In Class Work on Synthesis Essay  **Read:** Sample Synthesis Essay pp. p43-p45 in *FYW*.  **Due:** Choose Synthesis Cluster and Begin Work on SE (Bring plan to class)  ***Writing Center Workshops***  ***Nov. 12, 6 p.m.—ENGL1301: Synthesis Essay***  ***Nov. 13, Noon—ENGL1301: Synthesis Essay*** |
| **13** | 11/12 | Conferences  **Due:** First draft of Synthesis Essay |
| **13** | 11/14 | Conferences  **Due:** Second draft of Synthesis Essay  ***Writing Center Workshops***  ***Nov. 19, 6 p.m.—ENGL1301: Synthesis Essay***  ***Nov. 20, Noon—ENGL1301: Synthesis Essay*** |
| **14** | 11/19 | In-Class Work on Synthesis Essay  Assign Peer Review  **Due:** Peer review feedback on Synthesis Essay |
| **14** | 11/21 | In-Class Work on Synthesis Essay  Peer Review  **Due:** Peer review feedback on Synthesis Essay |
| **15** | 11/26 | Begin Work on Preparing for In-Class Essays and Essay Exams  Discuss strengths and weaknesses of synthesis essays.  **Due: Synthesis Essay**  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/> |
| **15** | 11/28 | No Class: Thanksgiving Holiday |
| **16** | 12/3 | In-Class Timed Essay (60 to 70 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.

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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