

English 1301: Rhetoric and Composition I

Spring 2015

Instructor: Ms. Hope McCarthy

Section: ENGL 1301.007

Schedule: 10-10:50 a.m. MWF

Location: TH 219

Office Hours: Mon 12:30-1:45, Fri 12:30-2:15 in CARH 409

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ENGL 1301 RHETORIC AND COMPOSITION I: This course satisfies the University of Texas at Arlington core curriculum requirement in communication. This course will require students to read rhetorically and analyze scholarly texts on a variety of subjects. The course emphasizes writing to specific audiences and understanding how information is context dependent and audience specific. Students must engage with a variety of ideas and learn how to synthesize those in college level essays.

Core Objectives:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

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

Rhetorical Knowledge

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

Critical Reading, Thinking, and Writing

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

Processes

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

Conventions

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

Required Texts: STUDENTS MUST HAVE THE FOLLOWING EDITIONS

Graff and Birkenstein, *They Say/I Say* (3rd edition) ISBN: 0393935841

First-Year Writing: Perspectives on Argument (2012 UTA custom 3rd edition) ISBN: 1256744506

Pearson Writer (APP and Computer Access) -- ValuePack Access Card, 1st edition ISBN: 032197235X

Required Materials:

Notebook or notebook paper

Pens or pencils; Highlighters (3 different colors preferred)

Access to a computer and printer

Description of Major Assignments:

Summary Responses/Reading Responses/Reading Quizzes: More specific reading response/quiz prompts will be provided as they come up. Reading quizzes will be assigned more frequently if students do not come to class prepared.

Peer Reviews/Drafts: Each essay will include rough drafts and mandatory peer review workshops. You will be required to turn these assignments in to Blackboard to receive credit. It is **very important that you write rough drafts and participate in peer review, as you will not be able to make up these points.**

Discourse Community Analysis (Due 2/23/15): For this essay, you will make an argument explaining how you became part of a discourse community.

Rhetorical Analysis (Due 4/06/15): For this essay, you will select an essay cluster on one of several topic choices to be provided. You will write a rhetorical analysis of a designated essay from your selected cluster.

Synthesis Essay (Due 5/08/15): For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

Class Participation: Participation is crucial for success in this course. You will be graded daily on class participation. Good participation involves preparation, attendance, and engaged participation.

Preparation: I expect you to prepare by critically reading the assigned materials **before class**. I strongly advise that you mark up the readings and/or take notes and bring these notes to class. **Please make sure to bring all readings under discussion to class.** This also includes bringing the proper materials and work to class. You should have your textbook and syllabus with you at every class.

Attendance: At UT Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have decided to take attendance but will not factor attendance into the grade. However, class participation (including in-class written work) is 20% of the final grade, and participation is impossible without attendance.

Excused absences include official university activities, military service, and/or religious holidays. (http://www.uta.edu/catalog/content/general/academic_regulations.aspx#9). Students must inform the instructor in writing at least one week in advance of an excused absence. **I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this information & material or to come see me in person during office hours.**

Engaged Participation: Good participation means contributing thoughtfully to discussions and in-class activities and demonstrating careful consideration of the readings. It also means asking good questions just as much as knowing how to answer a question. During discussions, please keep in mind that the goal is that everyone in the class would participate. If you find that you are the only one talking, please give others a chance to speak. If you find yourself being a silent observer, please speak up.

Grades: Final grades in FYW 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 participate actively or do not complete assigned work adequately.

Your final grade for this course will consist of the following:

25%	Discourse Community Analysis
25%	Rhetorical Analysis
30%	Synthesis Essay
20%	Responses/Quizzes/Participation

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. Decimal percentage grades will be rounded; for example, 83.4% =83%, 83.5=84%, etc.

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.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, working on papers, etc.

Grade Grievances: First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10

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 missed opportunities for participation points, in-class assignments, 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/time specified. Daily writing activities and homework **will not** be accepted late. Papers turned in after the deadline will receive a ten-percent deduction. For each calendar day following, the paper will receive an additional ten percent deduction. Papers are not accepted after three late days. 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 or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

Turning in Assignments to Blackboard: All major assignments (DCA, RAE, and SE) in this course will be submitted to Blackboard. I will not accept any assignments via e-mail. All assignments submitted to Blackboard must be saved as a .doc or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. Work submitted in the wrong format will not be accepted.

Classroom Behavior: Class sessions are short and require your full attention. All cell phones, 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; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1301 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. 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.**

I will not tolerate rudeness to peers or to me; this includes playing on electronic devices (including laptops) while class is in session. **Failure to respect classmates and myself will result in you being asked to leave, and may also affect your participation grade.**

Classroom Visitors: Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (e.g. children, spouses, friends, or family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2).

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

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

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

The English Writing Center (411LIBR): Spring 2015 hours are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5 p.m. Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Library Research Help for Students in the First-Year English Program: UT Arlington Library offers many ways for students to receive help with writing assignments: All First-Year English courses have access to research guides that assist students with required research. To access the guides go to <http://libguides.uta.edu>. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help. Other helpful information may be found at links provided below:

Library Home Page..... <http://www.uta.edu/library>
Ask A Librarian <http://ask.uta.edu>

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, or view the information at 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 right outside of the classroom (TH 211). 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. You should expect a response within 24 hours, but not on the weekends. I will only communicate with you through approved UTA email. 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.

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.

Note: Have the assigned texts read completely by the first day they are listed. Individual homework assignments and in-class assignments are not listed on the syllabus, but will be announced in class on a daily basis.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.</p>

ENGL 1301 Course Schedule: Assignments are due by the beginning of class on the day they are listed. Schedule is subject to revision.

Syllabus Abbreviations	
<i>TSIS: They Say/I Say</i>	DCA: Discourse Community Analysis (Paper 1)
<i>FYW: First-Year Writing: Perspectives on Argument</i>	RAE: Rhetorical Analysis Essay (Paper 2)
RR: Reading Response	SE: Synthesis Essay (Paper 3)
FYW: First Year Writing (Program)	DC: Discourse Community
P: Preface vs. pg.: page (in <i>FYW</i> textbook)	

Week	Date	Class Topic	Assignments Due
1	WED 1/21	Introduction to Student Responsibilities & Syllabus/Policies	
1	FRI 1/23	Syllabus/Policies & Introduction to Argument	Due: Syllabus questions
2	MON 1/26	Diagnostic Essay	
2	WED 1/28	Introduction to Academic Conversation & Argument	Read: <i>TSIS</i> Preface, Intro, Chapter 9 <i>FYW</i> Chapter 1
2	FRI 1/30	Introduction to Discourse Community & DC Brainstorm	Due: Review Questions from <i>FYW</i> Chapter 1 pg. 28
3	MON 2/02	DCA Assignment Read-Aloud	Read: DCA Assignment P26-P32
3	WED 2/04	The Rhetorical Triangle & Audience	Read: <i>FYW</i> P11-P22 <i>TSIS</i> Chapter 1
3	FRI 2/06	Appeals: Logos, Pathos, Ethos	
4	MON 2/09	Appeals: Logos, Pathos, Ethos	
4	WED 2/11	Discuss and Assign Peer Review	Due: First draft of DCA
4	FRI 2/13	Sample DCA Read-Aloud & Evaluation	Due: Completed Peer Review Read: Sample DCA in <i>FYW</i> P30-P32 & "FYE Evaluation Rubric" in <i>FYW</i> P21-P22
5	MON 2/16	In-Class Work: Editing/Revising Workshop or Conferences or Discuss Grade Criteria/Rubric for DCA	Read: <i>TSIS</i> Chapter 2

5	WED 2/18	In-Class Work: Editing/Revising Workshop or Conferences or Discuss Grade Criteria/Rubric for DCA	
5	FRI 2/20	In-Class Work: Editing/Revising Workshop or Conferences or Discuss Grade Criteria/Rubric for DCA	
6	MON 2/23	Introduce the Rhetorical Analysis Essay & Preview the Synthesis Essay; RAE Prompt Read-Aloud	Due: DCA Final Read: FYW P33-P36
6	WED 2/25	Analyze the Shorthorn Audience & TRACE	Read: FYW Chapter 2
6	FRI 2/27	The Rhetorical Situation & TRACE Analysis of One RAE Article	Read: RAE eligible article of choice, FYW Chapter 4
7	MON 3/02	TRACE Analysis of One RAE Article	Read: RAE eligible article of choice
7	WED 3/04	Metacommentary: TSIS Ch 10, Exercise 2	Read: TSIS Chapter 10
7	FRI 3/06	TRACE Analysis of One RAE Article	Read: RAE eligible article of choice
		[Spring Break: March 9-13]	
8	MON 3/16	In-Class Workshop on RAE	
8	WED 3/18	Analyzing Reasons and Evidence: Textual Argument	Read: FYW Chapter 6
8	FRI 3/20	Discuss & Assign Peer Review	Due: First draft of RAE
9	MON 3/23	The Art of Quoting	Read: TSIS Chapter 3

9	WED 3/25	Individual Conferences on RAE or In-Class Work on RAE	
9	FRI 3/27	Individual Conferences on RAE or In-Class Work on RAE	Due: Completed Peer Review
10	MON 3/30	Sample RAE Read-Aloud & Evaluation	Read: FYW P37-P38
10	WED 4/01	Discuss RAE Grading Criteria/Rubric	
10	FRI 4/03	Individual Conferences on RAE or In-Class Work on RAE Last Day to Drop	
11	MON 4/06	Analyzing Reasons and Evidence: Visual Argument & (Social) Media Argument (FYW Chapter 10)	Due: RAE Final
11	WED 4/08	Synthesis Essay Prompt Read-Aloud	Read: FYW P39-P42
11	FRI 4/10	Reading Cluster Groups: Synthesis Practice	Read: All articles in chosen essay cluster
12	MON 4/13	Reading Cluster Groups: Synthesis Practice	Read: All articles in chosen essay cluster
12	WED 4/15	Advancing the Argument: Writing Claims and Reasons	Read: TS/S Chapter 4 & 5
12	FRI 4/17	Advancing the Argument: Writing Claims and Reasons	
13	MON 4/20	The Naysayer	Read: TS/S Chapter 6
13	WED 4/22	Synthesis Activity & Assign Peer Review Prompt	Due: First draft of SE
13	FRI 4/24	Synthesizing and Documenting Sources: MLA Citations	Read: FYW Appendix 1: MLA Documentation or Pearson Writer: MLA citation section

14	MON 4/27	Synthesizing and Documenting Sources: MLA Citations	Read: FYW Appendix 1: MLA Documentation or Pearson Writer: MLA citation section
14	WED 4/29	The Art of Quoting and The Naysayer	Due: Completed Peer Review
14	FRI 5/01	Sample Synthesis Essay Read-Aloud & Evaluation	Read: FYW P43-P45
15	MON 5/04	Discuss Grading Criteria/Rubric for Synthesis Essay	
15	WED 5/06	In Class Work on Synthesis Essay and/or Quick Hits Peer Review	
15	FRI 5/08	In Class Work on Synthesis Essay and End-of-semester Procedures LAST DAY OF CLASS (We will not meet after this class. There is no final during “finals week”)	Due: SE Final

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 _____