

English 1301: Rhetoric and Composition I

Spring 2016

Instructor Information:

Instructor: Christel Woods, M.A. English

Course Information: ENGL 1301-015; T/U2-3:20 Room- Preston Hall # 207

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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 (You can purchase an EText of this textbook at http://www.pearsoncustom.com/tx/uta_writing . Once you are on the site, click on "Purchase Access". If you experience technical or logon issues while purchasing your text, please visit the Pearson tech support website at <http://www.pearsoncustom.com/global/productinfo/websites/> 24 7/ or call 1-800-677-6337.))

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

Description of Major Assignments. This is a writing class. This class will consist of 3 major writing assignments, two reading response essays and quizzes.

Summary Responses/Reading Responses/Reading Quizzes: More specific **reading response** prompts will also be provided. I will assign two Reading Response papers that will be for a grade. These short papers will help me assess your ability to think and read critically. In addition, they will help you gauge your commitment as a writer. These papers do have a grade associated with them. However, they do not weigh as heavy as one of the **3 Major papers** that are assigned. **Reading quizzes** will be assigned if students do not come to class prepared.

Peer Reviews. Each essay will include mandatory peer review workshops. In order for you, the student, to receive full points for your writing assignment; you **MUST** attend AND participate in the peer review workshop. If a student is absent on the day the paper is due, the paper is still due. It will be uploaded and turned in on Blackboard. In the subject line, please put ABSENT and indicate which paper you are submitting and the class you are enrolled. I DO NOT ACCEPT LATE PAPERS WITHOUT A PROPER E-MAIL NOTICE.

BEST PRACTICE: do not miss days we have workshop. The student only has one time to use this option. **It is very important that you participate in peer review, as you will not be able to make up these points. Workshops are for students. This is your revision opportunity.**

Workshops are in couples, persons of two. **Workshops are not duplicates of Peer Reviews.** Each student will read another student's work as a new piece, and as a separate grade. Before reading your peer's paper, I would like for you to discuss your goals in your paper, and what your challenges were. Maybe they can help. It is constructive. You do not have to take ALL of the advice of your peer's, but it is important to take what they say into consideration. If they see, I will see it. Each workshop is different. Meaning, each workshop you will have different peers reading and commenting on your paper. **This class consists of: 3 Major papers and 2 minor papers**

The 3 major papers are:

Discourse Community Analysis: For this essay, you will make an argument explaining how you became part of a discourse community.

Rhetorical Analysis: For this essay, you will select an essay cluster on one of the following topics. You will write a rhetorical analysis of a designated essay from your selected cluster. Essay clusters will be found in Blackboard.

Synthesis Essay: 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.

The 2 minor papers are:

Diagnostic Essay-

An essay in which I measure your writing ability coming into Freshman English. I want to see what you have retained, what you know and the risks that you are willing to make in order to prove that you are somewhat of a writer; if not, then a great one! I am looking at you (your work) as the whole picture. This is a preliminary grade of sorts. I want to know our weakness and your strength BEFORE the 1st paper. Understanding of this will come over time.

Reading Response(s)-

We will have a minimum of one R.R. in this class. One will be an in class writing assignment, and the other will be a collaborative group project. Depending on the time, we may not be able to squeeze both R.R.'s in. Therefore, aim to do your best in both assignments in order to maintain good academic standing. We will address this more in detail as it becomes closer to that time. If in case we do not come to the 2nd R.R. then your 1st R.R. will be worth 10% of the grade.

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. 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.** Class participation includes homework assignments, daily discussions, in class readings, and group participation. 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. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

Attendance: At The University of Texas at 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. Please note, that attendance is required for an expectation of student success, however students are not forced to come to class. Ultimately, attendance is up to each individual student. Therefore unless the student has a valid doctor's note or an absence that is UTA related, there are no additional excused absences. With that being said, each day a student misses will be 1 point deducted from their overall grade at the end of the semester. Students are encouraged to contact me at any point during the semester and ask me about their absences or they can drop by an office hour.

Truancies- if a student comes to class after lecture has started, it is the student's responsibility to stay after class to have their attendance changed from an absence to a tardy. If the student fails to inform me after the class, it will stay an absent. In addition, a student who is absent three times (3) will earn an absent; which will result in one point off of their final grade. Please do not disrupt class by walking past me or other students to get to your favorite seat, or to sit next to your favorite person. **Truancies which add up to an absence does not qualify as an excused absence.**

Attendance will go as follows. If a student has earned a B (80%) in the course, and has missed 2 days, and those days missed were not university related, the student will receive a C (78%) as their grade in the course. In addition, doctor's notes must be accompanied by the student the day they return to class. A doctor's note cannot be handed in at the end of the semester or after grades have been posted. I will verify doctor's notes.

I will take attendance at the start of class. If students are not present at the time I take roll, that student will be counted as absent. There are no truancies in this class. If you are one of those students who have to show up late on occasion, please find a seat closest to the door. Please do not disrupt class by walking past me or other students to get to your favorite seat, or to sit next to your favorite person.

Last remark on attendance: If students are having trouble arriving to class on time, that student needs to set up an appointment or drop by my office hour. I will try to work with the student, however in the end it is the student's responsibility to arrive to class on time and ready for class.

If we are in the midst of a quiz and the student walks after the quiz is passed out, the student may not make up the quiz.

If a student should have any questions about this, please come and see.

Some days we may finish early. Unless the student notifies before the start of class, that they will have to leave, a student is not excused from class early. I will advise that student at the time. For example, if it is a workshop day. And the student has peer edited their peer's paper. The student may be able to leave early if their work expectation has been met. However, I will read the feedback that they give to their peers. If it is sufficient I will allow the student to leave. This is not a hard and fast rule. Let's discuss this when the situation arises. There may be occasions where class is dismissed early. Do not expect this to happen on a regular basis. Again, if a student leaves before the class is dismissed, the student will be counted absent. If this is unclear, please come and see me during office hours.

Cell phone policy. My cell phone policy will be in more places than one to stress its importance. Cell phones **MUST** be invisible during class. I **DO NOT WANT TO SEE CELL PHONES OUT**. Students whose cell phone rings or vibrates loudly will lose their participation grade for that day. I will not disrupt the class and ask that student to turn off the phone. I will not acknowledge the disruption, I will simply mark the student as absent and continue with class activity.

<http://www.tgslc.org/pdf/Program-integrity-R2T4-Taking-Attendance.pdf>

LAPTOPS- Laptops are not permitted unless given prior permission.

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.

Failure to hand in any 1 of the 3 major assignments will result in the student failing the course.

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

- 25% Discourse Community Analysis
- 25% Rhetorical Analysis
- 30% Synthesis Essay
- 10% Reading Responses

10% 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.

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.

Submission Guidelines:

Follow these guidelines when submitting drafts of essays:

1. **All papers must be typed or produced using electronic word processing.** Name, Course, Time and Day written or typed in the upper LEFThand corner of the page. Put your last name similarly on the upper right hand corner of the following pages.
 2. Papers longer than one page should be stapled together. Please don't fold the corners of the pages. If you forget a paper clip or staple, do nothing. Simply hand in the paper in correct page order.
 3. If you are printing from a computer or word processor, make sure to use a fresh ribbon or fresh toner.
 4. Papers must be double-spaced. Use Times New Roman and use 12 point size. 5. USE spell check!
 7. There is no need for a cover sheet. That's nonsense.
 6. Take some pride in your work; turn in a neat, clean paper.
- (Failure to adhere to any or all of the above guidelines may result in my not accepting the essay.)

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. If you submit work in the wrong format, then you will receive a zero for the assignment.

Late Assignments. THERE ARE NO LATE PAPERS FOR THE 3 MAJOR PAPERS. Papers are due at 8a.m. the day the assignment is due. Assignments turned in after 8a.m. will not be accepted.

Permission for an extension will be granted contingent on a student requesting an extension before the assignment is due. For example, if a student e-mails me the night before requesting an extension, I will email that student back, granting the extension. Students will take a risk in asking for an extension at 7:59 am. I have to grant the extension BEFORE it is due, or the paper

will earn a zero. Students will have ONE WEEK to turn in a late paper once I have given permission.

Revisions- There are no revisions in this course. Please look at workshops and peer edits as your opportunity for revision. Each paper, before turning it in, will have 3 workshops and 1 peer editor! In addition, students are encouraged to come by my office hours and to visit the Writing Center BEFORE the paper is due.

Students are expected and required to turn in a rough draft. This is the first step in the revision process.

Rough drafts are not counted for points, however, rough drafts are used as place holders for the final copy of your draft. Without submitting a minimum of 2 pages for your rough draft I will not accept a hard copy of your final draft. In the end, the student has only submitted one copy of their draft, that student will have earned a zero for the paper.

Expectations for Out-of-Class Study: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, 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://web.uta.edu/catalog/content/general/academic_regulations.aspx#10.1

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.

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; 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. In order for a student not to lose participation points, the student must let me know ahead of time. Once class has started, I do expect your full attention until lecture is over. Leaving before class is dismissed will result in the student losing participation points for that day, including being counted as absent.

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.

Note: Peer editing workshops are for constructive criticism only. If I feel that a student is being abusive with their comments I will require a mandatory meeting before that student can return to class. If it is unintentional, all is forgiven and the offense is wiped clean. If the student continues in their abusive comments during workshop with other students, the student will be asked to leave the class altogether. Any unfinished assignments will result in a zero.

Cell phone policy. My cell phone policy will be in more places in one to stress its importance. Cell phones MUST be INVISIBLE during class. Students whose cell phone rings or vibrates loudly will lose their ATTENDANCE for that day. I will not disrupt the class and ask that student to turn off the phone. I will not acknowledge the disruption, I will simply mark the student as absent and continue with class activity.

Classroom Visitors: Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, 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.

Teaching Style and Philosophy- It is important to me as your instructor that you become a better writer. My intention and goals for this classroom, and every classroom, is to build confidence and character in your writing by providing a safe space for you to learn. If you never make mistakes how do you learn, how do you grow? Therefore, I encourage every student to look at each grading criteria before submitting their papers. In addition, I will give you a rubric for our class which will let you know what I am looking for in each paper. Just like I will never compare one student to another, based on their abilities, please do not measure me in the same capacity as your teachers in high school. You must realize you are in a completely different arena. What may have been the measure of success back then may not be the same tool to

measure your success in college. Please understand this; more will be required from you as a college student. With that being said, **attendance** is an important factor to student success. You must attend class on the regular to know what is due and what is expected for the next day. Because my teaching style is both firm and relaxed, I care more about the learning process, the metamorphosis' of learning, than what you already bring into the classroom. In short, I expect and desire everyone to grow. I encourage all students to come by my office hours. If you are shy, we can work up to the office hour by conversing over e-mail at first. I am here for your success; however long that may take.

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.

Writing Center. The English Writing Center is located in Room 411 Central Library. 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. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students are scheduled for 20, 40, or 60 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

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>
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. 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.

<https://www.uta.edu/policy/procedure/7-6>

Electronic Communication Policy. All communication that I send out will be made through either Blackboard or MavMav. In response, please only send me an e-mail through your university account. All other emails from different addresses I will not respond to. Also, please make sure you include a subject heading. Preferably your heading has the class and section you are in, if you desire a timely response. I will answer ALL email within 24 hours of receiving them.

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.**

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 another appointment time 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.

Course Schedule. Assignments are due on the day they are listed.

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.

The Buddy System:

There are times when we need a buddy, a friend to help us maneuver through our academic goals. As a person that speaks for a living I can guarantee **MOST OF THE TIME** that what I say, is different than what you hear. So, get a buddy, not just for those instances when you may be absent, or late. Also, if you want someone to bounce ideas off of for your papers. I encourage class discussion at all levels.

Buddy Contact Info:

Name:	Best to contact me by:

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 _____

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

Syllabus Abbreviations	
<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	DATE	ASSIGNMENT	DUE DATE
1	1/19	Intro to student responsibilities, academic conversation and syllabus policies Print out Buddy System sheet and bring to class	
1	1/21	Diagnostic Essay Signed Syllabus Contract Introduction to Academic Conversation and Argument	Diagnostic essay due: 1/26 to blackboard by 8am
2	1/26	Introduction to Discourse Community Read: TSIS Preface, Intro Chapter 9, FYW Chapter 1	
2	1/28	Group activity Do Review Questions from FYW Chapter 1 pg. 28 DC Brainstorm	

3	2/2	Introduction to MLA format What do I want to see on your papers? Review	
3	2/4	DCA Assignment Read Aloud Read: DCA Assignment P26-P32 Read: FYW P11-P22 TSIS Chapter 1	
4	2/9	The Rhetorical Triangle and Audience AND Introduction to Ethos Appeals: Logos, Pathos, Ethos	
4	2/11	Group activity: Appeals: Logos, Pathos, Ethos	
5	2/16	Discuss and Assign Peer Review	Due: First draft of DCA
5	2/18	Sample DCA Read Aloud	Due: Completed Peer Review by 8am Read: Sample DCA in FYW pp. p30-p32, “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in SFW pp. xxiii-xxix.
6	2/23	In Class Work: Editing/Revising Workshop or Conferences or Discuss Grade Criteria/Rubric for DCA	
6	2/25	In Class Work: Editing/Revising Workshop or Conferences or Discuss Grade Criteria/Rubric for DCA	
7	3/1	Introduce the Reading Response (group project) Movie: <i>The Great Debaters</i>	DCA paper due by 8am to blackboard Readings which complement the film is found on blackboard. Please only read the highlighted sections told to you in class.
7	3/3	Finish movie Discuss some of the claims that the film is making.	Read: King’s Speech, <i>A More Perfect Union</i> for homework. Be ready to discuss in class. Readings will be provided on blackboard.
8	3/8	assigned readings and film discussion Group activity for group project. <ul style="list-style-type: none"> Students are encouraged to bring their laptops on this day. 	

8	3/10	Introduce the Rhetorical Analysis Essay and Read Aloud Assignment Prompt Explain Reading Clusters and Connection to Synthesis Essay Bring in a current copy of the Shorthorn to class.	due: Reading Response #1 (group project) to blackboard by 8am.
9	3/15 & 3/17	Spring Break	March- 14th -18th
9	3/22	Analyze the Shorthorn Audience Introduce the Rhetorical Situation/TRACE Students should bring in a copy of the Shorthorn to class. Successful students will have already read an article before coming to class to get the most out of this lesson. Group Activity	Homework: Read: FYW Chapter 2 Read ALL of the readings in your reading cluster.
10	3/24	Discuss chapter 2 readings. Be prepared for a reading quiz. Group work: Discuss reading clusters using TRACE. Group activity Read the entirety of your reading cluster. FYW Chapter 4	homework: Read TSIS chapter 2 Read: RAE eligible article of choice,
10	3/29	be prepared to show what you know from TSIS chapter 2 reading In class writing assignment using TRACE TRACE analysis of one RAE article Review chapter 2 Group activity (join members of your same reading cluster) TRACE analysis of one RAE article	Homework: Read MLK's <i>Letters From a Birmingham Jail</i> which is found in your textbook. Be prepared to discuss as we analyze and use TRACE in class
11	3/31	Group Activity: Read MLK's <i>Letters From a Birmingham Jail</i> which is found in your textbook. Be prepared to discuss as we analyze and use TRACE in class in class writing assignment	Homework: TSIS Chapter 6. Be prepared to discuss
11	4/5	review last night's reading Discuss and Assign Peer Review	Due: 1st draft of RAE uploaded to BB by 8am.

		Discuss Grading Criteria/Rubric for RAE Optional: Sample RAE Read Aloud Introductions: Reasons and Evidence The Naysayer	Homework: read TSIS Chapter 2 & 6, FWY Chapter 4
12	4/7	TSIS Ch 10, Exercise 2 In Class: Workshop on RAE	Due: Completed Peer Review uploaded to blackboard by 8am Read: TSIS Chapter 10 Metacommentary:
12	4/12	Individual Conferences on RAE or In Class Work on RAE	
13	4/14	Individual Conferences on RAE or In Class Work on RAE	
13	4/19	Introduce Synthesis Essay Read: FYW P39-P42 Synthesis Practice Brainstorm activity and Groups	Due: RAE Final uploaded to BB by 8am homework: Read: All articles in chosen essay cluster
14	4/21	Sweet Synthesis Activity In class reading Group Activity/or In class writing assignment Advancing the Argument: Writing Claims and Reasons	
14	4/26	Introduction to Reading Response # 2	Read the following articles found in blackboard. These readings can also be found in the TSIS textbook. Be prepared to discuss in class the following class period
15	4/28	Group Activity/or In class writing assignment Advancing the Argument: Writing Claims and Reasons Synthesizing and Documenting Sources: MLA Citations	Due: Reading Response # 1 uploaded to blackboard by 8am Read: FYW Appendix A MLA Documentation, SFW Chapter 26
15	5/3	Advancing the Argument: Writing Claims and Reasons The Art of Quoting see suggested quoting handout in Weekly folder	Read: TSIS Chapter 3 The Art of Quoting see suggested quoting handout in Weekly folder

		*Workshop	
16	5/5	Sample Synthesis Essay: Read Aloud in Class Discuss Grading Criteria/Rubric for Synthesis Essay Read: FYW P43-P45 REVIEW Workshop	
16	5/10	Independent workshop/ conferences and/or end of semester procedures	
16	5/12	Paper # 3 due at 8am to blackboard	Due: SAE final draft. Please uploaded to BB by 8am