

English 1301: Rhetoric and Composition I

Fall 2016

Instructor Information:

Instructor: Patricia D. Martin. PhD

Course Information: English 1301-056, T-Th 12:30-1:50, 300 PH and English 1301-060, T-Th, 2:00-3:20 202 PH

Office/Hours: Tuesday and Thursday 11:00 to 12:15. Room 606 Carlisle Hall

Email: patricia.martin@uta.edu

Faculty Profile: [Insert your Profile URL, e.g. <https://www.uta.edu/profiles/vistasp-karbhari.>]

[Please be sure that your Mentis profile is updated including uploading your syllabi for each course by the 1st day of classes].

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

[Ruszkiewicz, et al, The Scott Foresman Writer, 1st edition](#)

Description of Major Assignments.

Summary Responses/Reading Responses/Reading Quizzes: More specific **reading response** prompts will also be provided. Grades may be given on any of these activities. **Reading quizzes** will be assigned if students do not come to class prepared.

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

Discourse Community Analysis (Due Sept. 27): For this essay, you will make an argument explaining how you became part of a discourse community.

Rhetorical Analysis (Due Nov. 8): 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.

Synthesis Essay (Due Dec. 6): 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: 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. 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. As the instructor of this section, **I have elected to take attendance but will not factor attendance into the grade.** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Your policy must reflect the required FYW policy that attendance will not be factored into the student's grade (see participation section above)

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

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:

- 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. **Grades will be bumped up in the following conditions. 89.5 will be raised to an A, 79.5 will be raised to a B, and 69.5 will be raised to a C.**

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. **[Completion means that something is turned in as a "final draft." You may accept late or partial papers per your late policy.] 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.

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.

I ALSO REQUIRE THAT YOU SUBMIT A PAPER COPY OF THE MAJOR WRITING ASSIGNMENTS TO ME. I WILL READ THE PAPER COPY AND MAKE COMMENTS ON THE PAPER COPY. I AM OLD SCHOOL IN THIS REGARD.

Late Assignments. Papers are due at the beginning of class on the due date specified. I DO NOT ACCEPT LATE WORK UNLESS PREVIOUS ARRANGEMENTS HAVE BEEN MADE WITH ME.

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 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/undergraduate catalog.

In attempting to resolve any student grievances regarding grades, it is the student's obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee's decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.

The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a pre-major or major, has jurisdiction over the student's program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

For issues involving scholastic dishonesty, see the Academic Dishonesty entry in this section of the catalog.

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 1302 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.

The behavior I desire most of all is respect for me, for your fellow students, for the learning process and for the facilities and equipment on campus. ANYTHING SLES IS COMPLETELY UNACCEPTABLE.

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

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.

Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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.

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 (<http://www.uta.edu/aao/fao/>).

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: <http://www.uta.edu/library/help/subject-librarians.php>

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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 \[I WILL SUPPLY YOU WITH ADDITIONAL INFORMATION ON THE FIRST DAY OF CLASS\]](#). 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 individuals with disabilities.

Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php. (http://www.uta.edu/police/Evacuation_Procedures.pdf)

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Conferences and Questions: I have 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.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Patricia D. Martin

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

<p>Emergency Phone Numbers: [Optional but strongly recommended] 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>

For non-emergencies, contact the UTA PD at 817-272-3381.]

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	Class Topic	Assignments Due
1	THU 8/25	Intro to Student Responsibilities, academic conversation and syllabus/policies	
2	TUE 8/30	Diagnostic Essay (1st or 2nd class day)	Due: Signed Syllabus Contract
2	THU 9/1	Introduction to Academic Conversation and Argument Introduction to Discourse Community	Read: <i>TSIS</i> Preface, Intro, Chapter 9 <i>FYW</i> Chapter 1
			Due: Review Questions from FYW Chapter 1 pg. 28 Opt: DC Brainstorm
3	TUE 9/6	DCA Assignment Read Aloud	Read: DCA Assignment P26-P32 Opt: Generating Ideas activity

3	THU 9/8	The Rhetorical Triangle and Audience	Read: <i>FYW</i> P11-P22 <i>TSIS</i> Chapter 1
4	TUE 9/13	Appeals: Logos, Pathos, Ethos	Opt: DCA Invention Worksheet
4	THU 9/15	Appeals: Logos, Pathos, Ethos Discuss and Assign Peer Review	Due: First draft of DCA
5	TUE 9/20		Due: Completed Peer Review Read: Sample DCA in <i>FYW</i> pp. p30-p32, "Understanding Your Instructor's Comments" and "FYE Evaluation Rubric" in <i>SFW</i> pp. xxiii-xxix.
5	THU 9/22	In Class Work: Editing/Revising Workshop or Conferences or Discuss Grade Criteria/Rubric for DCA	

6	TUE 9/27	Introduce the Rhetorical Analysis Essay and Preview the Synthesis Essay Read Aloud Assignment Prompt	Due: DCA Final Read: FYW P33-P36
6	THU 9/29	Analyze the Shorthorn Audience Bring a Shorthorn to class The Rhetorical Situation/TRACE	Read: FYW Chapter 2
7	TUE 10/4	TRACE analysis of RAE article(s)	Read: RAE eligible article of choice,
7	THU 10/6	TRACE analysis of RAE article(s)	Read: RAE eligible article of choice
8	TUE 10/11	Claims The Art of Summarizing Reason and Evidence	Read: FYW Chapter 4, TS/S Chapter 2
8	THU 10/13	More on Reasons and Evidence The Naysayer	Read: FYW Chapter 6, TS/S Chapter 6
9	TUE 10/18	Discuss and Assign Peer Review	Due: First Draft of RAE Read: TS/S Chapter 10
9	THU 10/20	Metacommentary: TS/S Ch 10, Exercise 2 In Class: Workshop on RAE	Read: TS/S Chapter 10
10	TUE 10/25	Individual Conferences/In Class work on RAE	Due: Completed Peer Review
10	THU 10/27	Individual Conferences on RAE or In Class Work on RAE	
11	TUE 11/1	Sample RAE Read Aloud Last Day to Drop is 11/2!	Read: FYW P37-P38

11	THU 11/3	Discuss RAE Grading Criteria/Rubric Introduce Synthesis Essay: Read Prompt Aloud in Class	Read: FYW P39-P42
12	TUE 11/8	Reading Cluster Groups: Synthesis Practice	Due: RAE Final Read: All articles in chosen essay cluster
12	THU 11/10	Reading Cluster Groups: Synthesis Practice Sweet Synthesis Activity	Read: All articles in chosen essay cluster
13	TUE 11/15	Advancing the Argument: Writing Claims and Reasons	Read: TS/S Chapter 4 & 5
13	THU 11/17	The Naysayer and Assign Peer Review Prompt	Review TS/S Chapter 6 Due: First Draft of Synthesis Essay
14	TUE 11/22	Synthesizing and Documenting Sources: MLA Citations	Read: FYW Appendix A MLA Documentation Due: Completed Peer Review
14	THU 11/24	NO CLASS – THANKSGIVING HOLIDAY	
15	TUE 11/29	Sample Synthesis Essay: Read Aloud in Class The Art of Quoting	Read: FYW P43-P45
15	THU 12/1	Discuss Grading Criteria/Rubric for Synthesis Essay	
16	TUE 12/6	In Class Work on Synthesis Essay and/or Quick Hits Peer Review and/or end of semester procedures LAST DAY OF CLASS (We will not meet after this class. There is no final during “finals week”)	Due: Synthesis Final Team Member Assessment Survey

