

English 1301: Rhetoric and Composition I

Instructor: Charles Hicks

Course Information:

- Section: 022
- Time: 10:00-10:50 AM
- Room: Preston Hall 207

Office: Carlisle Hall 612

Office Hours: Tuesday 2:00-3:00PM, Wednesday 1:00-2:00PM, Friday 11:15-12:15 PM

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ENGL 1301 RHETORIC AND COMPOSITION I: Introduction to college reading and writing. Emphasizes recursive writing processes, rhetorical analysis, synthesis of sources, and argument.

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

Rhetorical Knowledge

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

Critical Reading, Thinking, and Writing

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

Processes

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

Conventions

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

Required Texts.

- Skloot, *The Immortal Life of Henrietta Lacks*
- Graff and Birkenstein, *They Say/I Say* 2nd edition
- *First-Year Writing: Perspectives on Argument* (2011 UTA custom edition)
- Ruskiewicz et al, *The Scott, Foresman Writer* (UTA custom edition)

Required Items:

- UTA username and password
- A notebook
- A folder for submitting final essays

Description of Major Assignments.

- **Reading Responses:** Each summary response/reading response should be two double spaced pages. Reading Responses should include the following:
 - 1) **Summarize:** Begin by stating in your own words the main message or central point of the piece and the major support for the central point. See *TSIS* Ch. 2 for more information about writing summaries.
 - 2) **Respond:** Next, say what you think about the reading and why you respond the way that you do. A critical response is more than an opinion (I liked/didn't like a reading or agreed/disagreed with a point). To be "critical" requires identifying the criteria that informs your judgment (explaining *why* you had that response).
 - 3) **Synthesize:** Finally, relate the reading to other texts we have read this semester and/or to class discussion topics.
 - **In addition, all students enrolled in the class must attend at least one OneBook campus activity during the semester and submit a summary response about that activity.** The OneBook activities are included on the course calendar below and can be found online at www.uta.edu/onebook. More specific **reading response** prompts may be provided.
- **Reading quizzes** will be assigned if students do not come to class prepared and ready to discuss the reading that is due for that day. They will be distributed at my discretion and count for participation points for that day (see the "class participation" section below).
- **Discourse Community Analysis (due 9/23):** For this essay, you will make an argument explaining how you became part of a discourse community.
- **Rhetorical Analysis (due 10/26):** For this essay, you will select an essay cluster on one of the following topics: Fat Taxes, Is College Worth It?, Race, Same-Sex Marriage, and Social Class. You will write a rhetorical analysis of a designated essay from your selected cluster.
- **Synthesis Essay (due 12/5):** For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.
- **In-Class Essay Exam (due 12/9):** The in-class essay exam, which you will take on the last day of class, will require you to write a letter to your ENGL 1302 teacher that discusses what you have learned this semester and what you hope to learn in ENGL 1302.
- **Class Participation:** Participation not only implies attending class, but also contributing to classroom discussion, in-class writing assignments, as well as reading all required texts and completing all homework assignments. You will be graded daily on your level of participation and failure to adequately prepare for class and/or respond effectively to the instructor and peers will be reflected in your participation grade. Participation is worth approximately **3 points** a day. You will receive **2 points** for completing any in-class writing assignments (free-writing or brainstorming activities) or turning in homework assigned during the previous class period. Please note that homework and many of these activities will take place at the beginning of class, so arriving to class after the assignment has been administered or homework has been taken up will prohibit you from receiving these 2 points. To receive the full 2 points you must adhere to the specific instructions accompanying the assignment and/or participate fully in the activity. Merely "dialing in" these activities or homework assignments will result in reduced points or a **0** for the in-class assignment.

You will receive **1 point** for engaging in classroom discussions and arriving to class with all materials. This final point is not a given and requires you to voice your opinions and make significant contributions to the in-class discussions. I realize that some students will be more outgoing than others, but this is not an adequate excuse for keeping silent during discussions or debates. As your instructor, I will be the judge of how these points are distributed.

Please note that the above listed are the ways in which to **EARN** full participation points for the day. However, actions that disrupt the classroom environment such as, but not limited to, the prohibited use of electronic devices, leaving the classroom before the period is over, and engaging in any activities mentioned in the **Classroom Behavior** section listed below will result in a reduction of up to **3 participation points** for the day depending on the situation. The decision to reduce participation points is the decision of the instructor.

Peer Reviews. Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper's final folder in order to receive full credit. It is **very important that participate in peer review, as you will not be able to make up these points.** Failing to complete the assigned peer review or comment adequately on your peer's paper will result in a deduction in the final grade of the current essay. Peer reviews are due on the day listed on the schedule and late reviews will not be accepted.

Rough Drafts: Each of the three major essays requires **TWO** rough drafts each. Specific instructions for each draft are posted on Blackboard. For every day your rough draft is late the corresponding essay will be deducted by **ONE LETTER GRADE** (even on days when we do not meet). You **MUST** turn in **BOTH** rough drafts in order to submit your final essay. The second draft, aside from being longer, should be adequately revised and edited upon submission. Failure to make adequate changes (or changes at all) between drafts will result points deducted from your final draft. As with all work in this class, e-mailed assignments will not be accepted unless specified by me beforehand.

Grades. Grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

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

Discourse Community Analysis	250pts.
Rhetorical Analysis	250pts.
Synthesis Essay	250pts.
Responses (5)	100pts (20pts each).
In-Class Essay Exam	50pts.
Class Participation	100pts.

Final grades will be calculated as follows: A=900-1000pts., B=800-899pts., C=700-799pts., F=699pts.-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.

Late Assignments. All assignments are due at the beginning of class on the date specified in the syllabus. Therefore, work turned in late will not be accepted and will receive no credit. All homework and major assignments will be taken up at the beginning of the hour and it is your responsibility to get to class on time. If you arrive after I have taken up homework or essays then you will receive no credit for the assignment. If you know you are going to miss a class the day an assignment is due it is your responsibility to turn the assignment in early or have a peer turn in a hard copy to me. No other late work will be accepted. For special circumstances regarding unavoidable absences you are required to speak to me **BEFORE** the assignment is due. **I will not accept e-mailed assignments** unless the circumstances are extreme and you come and talk to me beforehand.

Revision policy. Revision is an important means for improving both the writing process and the final product. Students have the option of revising two major essays—the **Discourse Community Analysis** and **Rhetorical Analysis**—after they have been graded. The original grade and revision grade will be averaged to arrive at the student's final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade.

Attendance Policy. Your success in this class relies on your presence and participation in the classroom. You are allowed up to **SIX (6) UNEXCUSED ABSENCES** without penalty. For each following absence **(5) PERCENTAGE POINTS (50pts)** will be reduced from your final grade. Please note that arrive to class more than **10 MINUTES LATE** or leaving before the period is over will constitute an absence. Though I will gladly inform you of how many absences you have, it is your responsibility to keep track of your absences so that you do not go over the allotted amount. I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities. Habitual tardiness (even within the 10 minute timeframe) will be reflected in your participation grade.

Excused absences include official university activities, military service, and/or religious holidays. Students must inform me in writing at least **ONE WEEK** in advance of an excused absence. The four absences rule takes into consideration possible illness throughout the semester. Therefore, absences due to illness (despite whether you e-mail before or not) will not be considered excused. If you feel the severity of your illness warrants an excused absence you will be required to talk to me after class on the day you return and I reserve the right to ask for medical documentation or proof of a doctor's visit. Just because you come and talk to me about an illness and provide documentation, this does not guarantee that an excused absence will be granted.

Classroom behavior. Much of this class will involve discussion and it is not only highly recommended, but required that you contribute to the discourse of the classroom. However, please be respectful to other class members and to the instructor. Though I hope we will all work towards an engaging and comfortable environment in the classroom, professors are to be addressed appropriately and communicated with professionally. Misconduct of any kind that disrupts the flow of the class or targets another student will not be tolerated and will result in a loss of participation points and possible attendance for the day, as well as administrative repercussions if the problem persists. You are expected to bring your materials to class every day; and constantly being ill-prepared or uncommunicative will result in a reduction of your participation grade. All newspapers, crossword puzzles, and reading materials not pertaining to the class must be put away immediately upon the beginning of class. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. If I see or even suspect that you are using an electronic device during a lecture or discussion you will lose all participation/attendance points for that class period. If the problem persists, I will begin taking off percentage points from your final grade. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Finally, I reserve the right to ask you to leave the classroom if I feel your behavior warrants such action (this includes constantly falling asleep during lecture). Be advised that if you are asked to leave it is your responsibility to collect all lecture notes and assignments from your peers in order to avoid further point deduction. If you are asked to leave, regardless of what time it is, you will be considered absent for that day.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Academic Integrity. 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. 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.

Plagiarism is not limited to only final essays, but also rough drafts and any homework assignments. I reserve the right to request an electronic copy of any assignment and the grade for the assignment will be a 0 until I have received the electronic copy. If I request an electronic copy you will have **48 hours** to provide me with one or the temporary 0 will become permanent. For example, if I request the copy during a 10:00 class on Monday, you have until Wednesday at 10:00 to submit it to me.

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.

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

Writing Center. The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Spring 2011, Writing Center hours are 9 a.m. to 7 p.m.,

Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may register and schedule appointments online at uta.mywconline.com, by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

In addition to one-on-one consultations, the Writing Center will offer 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:

Paper's Due Drop Inn. The Paper's Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, on the 2nd floor of Central Library (to your right when you exit the elevator; to your left when you exit the stairwell), librarians will be available to assist students with research and/or citation. On most days, there will also be a consultant available from the Writing Center who can help with any problems students may have with organizing or writing papers.

Course-Specific Guides. 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.

Additional Academic Resources. The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy. All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

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 they 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 changes in writing.

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

*These are the listings for the major assignments and response journals. Homework and other assignments that make up your participation grade will be assigned by me in class with specific instructions.

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
<i>ILHL: The Immortal Life of Henrietta Lacks</i>	

Week	Date	Assignments
1	8/26	Course introduction. Policies and Procedures.
2	8/29	Introduction to Academic Conversation Read: <i>TSIS</i> Preface, Introduction, and Ch. 11 and <i>FYW</i> pp. xi-xix (FYE policies) Diagnostic Essay
2	8/31	Introduction to Argument Read: <i>FYW</i> Ch. 1: A Perspective on Argument and <i>TSIS</i> Ch. 1. Due: RR #1 on Review Question 2 p. 21. Last day for late registration
2	9/2	The Rhetorical Situation Read: <i>FYW</i> "The Rhetorical Situation" pp. xx-xxiii.
3	9/5	No Class: Labor Day Holiday
3	9/6	OneBook Kickoff Talk by Tim Henry at 12:00 noon in Bluebonnet (in UC).
3	9/7	Appeals Read: <i>FYW</i> Ch. 3: Supporting Claims: Appealing to Ethos, Pathos, and Logos; Graff's, "Hidden Intellectualism" in <i>TSIS</i> pp. 198-205. Due: RR#2: Identify Graff's argument and analyze how he supports it with ethos, pathos, and logos appeals.
3	9/9	Discourse Community Analysis Read: DCA Assignment in <i>FYW</i> pp. xxiv-xxvii, <i>SFW</i> pp. 13-14 review <i>TSIS</i> Ch. 1 Due: Questions about DCA assignment.
4	9/12	Discourse Community Analysis (DCA) Read: <i>SFW</i> pp. 15-46. Due: Invention writing on DCA. Census Date: Last day to withdraw without a W
4	9/14	Review and discuss sample DCA. Discuss peer review. Read: Sample DCA in <i>FYW</i> pp. xxviii-xxx, and "Understanding Your Instructor's Comments" and "FYE Evaluation Rubric" in <i>SFW</i> pp. xxiii-xxix. Due: First draft of DCA.
4	9/16	In-class work on DCA. Assign peer review groups. Due: Second draft of DCA.
5	9/19	Academic Integrity Workshop Please meet RM B20
5	9/21	Reading Response and <i>The Immortal Life of Henrietta Lacks</i> Read: <i>FYW</i> Ch. 10: Reading, Thinking, and Writing About Issues; review <i>ILHL</i> study guide and libguide; read <i>ILHL</i> "Prologue" pp. 1-7.
5	9/23	Discuss strengths and weaknesses of DCA. Read around.

Due: Discourse Community Analysis Portfolio		
6	9/26	The Rhetorical Situation and <i>ILHL</i> Read: <i>ILHL</i> pp. 8-92, <i>TSIS</i> Ch. 2-3, and <i>SFW</i> pp. 233-48. Due: RR #3: Summarize the reading of <i>ILHL</i> thus far and relate it to the <i>TSIS</i> reading.
6	9/28	The Rhetorical Situation and <i>ILHL</i> Read: <i>ILHL</i> pp. 93-143, <i>TSIS</i> Part 2
6	9/30	What They Say and What I Say About and <i>ILHL</i> Read: <i>ILHL</i> pp. 143-198 Due: RR #4 3 Ways of Responding: Mini-essay over Deborah Tannen's "Agonism in the Academy: Surviving the Argument Culture"
7	10/3	What They Say and What I Say About and <i>ILHL</i> Read: <i>ILHL</i> pp. 199-249, <i>TSIS</i> Part 3
7	10/5	What They Say and What I Say About <i>ILHL</i> Read: <i>ILHL</i> pp. 250-310
7	10/7	What They Say and What I Say About <i>ILHL</i> Read: <i>ILHL</i> pp. 310-348 Due: RR #5 Planting a Naysayer: Mini-essay over Richard A. Muller's "Nuclear Waste"
8	10/10	Introduce Rhetorical Analysis Essay (RAE) and preview the Synthesis Essay (SE) Read: Assignment prompts pp. xxx-xxxiii and xxxvi-xxxix in <i>FYW</i> . Due: Questions about the assignment.
8	10/12	Practicing Rhetorical Analysis Read: Zinzchenko's "Don't Blame the Eater" in <i>TSIS</i> pp.195-97. Due: RR #7: Identify Zinzchenko's central claim and reasons, and examine how she supports her reasons.
8	10/14	Practicing Rhetorical Analysis More in-class work on rhetorical analysis of Zinzchenko. Read: Review essays in topic clusters.
9	10/17	Selecting a Topic for the RAE Read: Review essays in topic clusters and select a cluster. Due: Brainstorm ideas for RAE.
9	10/19	Review and discuss a sample RAE. Due: First draft of RAE.
9	10/21	In-class work on RAE/Assign peer review. Read: Sample RAE pp. xxxiv-xxxvi in <i>FYW</i> . Due: Second draft of RAE.
10	10/24	In-class work on RAE. Due: Peer review feedback on RAE. OneBook Event: Susan Reverby, Professor of Women's & Gender Studies at Wellesley College in Rosebud (7pm???)
10	10/26	Discuss strengths and weaknesses of RAE. Due: Rhetorical Analysis Essay.
10	10/28	Introduce Synthesis Essay. Read: Assignment prompt pp. xxxvi-xxxix in <i>FYW</i> .
11	10/31	Finding Scholarly Sources Please meet me in Library in RM B20.
11	11/2	Essay Cluster 1: "Fat Taxes" Read: N. Gregory Mankiw "Can a Soda Tax Save Us From Ourselves" and Michael Pollan "Attacks on the 'Food Police'"
11	11/4	Finish Essay Cluster 1 and begin Essay Cluster 2: "Is College Worth It?" Read: Robert Pear "Soft Drink Industry Fights Proposed Food Stamp Ban" and Pew "Is College Worth It?"

		Due: Brainstorm writing: Common threads in Essay Cluster 1.
12	11/7	Essay Cluster 2: "Is College Worth It?" Read: Jacques Steinberg "Plan B: Skip College" and Sarah Lacy "Peter Thiel: We're in a Bubble and It's Not the Internet. It's Higher Education" Due: Brainstorm writing: Common threads in Essay Cluster 2.
12	11/9	Essay Cluster 3: "Race" Read: Harlon L. Dalton "Horatio Alger" and Peggy McIntosh "White Privilege, Male Privilege" Last day to drop
12	11/11	Finish Essay Cluster 3 and begin Essay Cluster 4: "Same-Sex Marriage" Read: Charles Blow "Let's Rescue the Race Debate" and Ralph Wedgwood "What Are We Fighting For?" Due: Brainstorm writing: Common threads in Essay Cluster 3.
13	11/14	Essay Cluster 3: "Same-Sex Marriage" Read: Dennis O'Brien "Against Gay Marriage" and Kerry Howley "Marriage Just Lets the State Back In"
13	11/16	Finish Essay Cluster 3 and begin Essay Cluster 4: "Social Class" Read: Maggie Gallagher "What Marriage is For" and Ruby K Payne "Understanding Poverty" Due: Brainstorm writing: Common threads in Essay Cluster 4.
13	11/18	Essay Cluster 4: "Social Class" Read: William Deresiewicz "The Dispossessed" and Michael Norton "American Underestimate U.S. Wealth Inequality" Due: Brainstorm writing: Common threads in Essay Cluster 5.
14	11/21	In-Class Work on Synthesis Essay Read: Sample Synthesis Essay pp. xl-xlii in <i>FYW</i> . Due: First draft of Synthesis Essay
14	11/23	Out-of-class work on essay.
14	11/25	No Class: Thanksgiving Holiday
15	11/28	In-Class Work on Synthesis Essay Due: Peer review feedback on Synthesis Essay
15	11/30	Due: Second draft of Synthesis Essay
15	12/2	In-class work on Synthesis Essay
16	12/5	Due: Synthesis Essay Portfolio Discuss strengths and weaknesses of synthesis essays.
16	12/7	Student Evaluations Discuss letter to ENGL 1302 instructor
16	12/9	In class: Letter to ENGL 1302 instructor Last day of classes

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