

**ENGLISH 1310: College Writing I**  
**Section 37**  
**Fall 2017**

**Instructor:** Carly Susser

**Office Hours:** M/W/F 1:30-2:30 PM (and by appointment)

**Office Location:** General Academic Building 515

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**Required Materials:**

- Beatty, Paul. *The Sellout*. Picador/Farrar, Straus, and Giroux, 2015.
- Miller-Cochran, Susan, et al. *An Insider's Guide to Academic Writing*. Introduction by Kyle Jensen. UNT Edition, Bedford/St. Martin's, 2017. ISBN: 9781319092122
  - DO NOT THROW AWAY THE ACCESS CARD THAT COMES WITH THE BUNDLE
- Selected Readings (Digital Access)
- *Moleskine Notebook*
  - All students will be required to purchase a moleskine notebook (or its knockoff equivalent) for the Hupomnemata semester project. Additionally, students will need to have pen and paper with them in all class meetings.

**Catalogue Requirements:**

Catalogue Description: Writing as a means of ordering and shaping experience, information and ideas. Emphasis on perfecting texts through several drafts.

Foundational (Core) Component Area: Communication (English Composition and Rhetoric)

Core Objectives Assessed: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility

**Overarching Questions**

How does critically thinking about writing help us more effectively engage in local and global communities both inside and outside of academia? How can dedicating time to the study and execution of revision practices make us more critical thinkers and writers?

**Course Goals:**

- Respond meaningfully through writing to important ethical issues.
- Think critically about writing and the steps necessary to complete successful textual revision.

**Course Outcomes:**

- Students will understand the forms, conventions, and styles expected by different audiences in local and global communities both inside and outside of academia.
- Students will employ descriptive strategies through writing to better understand how to construct a critical argument.

- Students will analyze arguments through writing to hone critical reasoning and argumentation skills.
- Students will engage proven writing strategies to create clear, fluid, and relevant texts.
- Students will develop a writerly “ethos” to meet expected conventions, grammars, and genres.
- Students will work as a team to construct a detailed analysis of the assigned secondary text.
- Students will revise their writing to incorporate instructor feedback.
- Students will demonstrate understanding of their own rhetorical choices and writing habits.
- Students will use their nonfiction reading to help them respond to contemporary social and cultural issues.

## **Assignments:**

### **HUPOMNEMATA** (pronounced hoop-oh-nuh-maw-tuh)

One of the best ways to document your writing development over the course of the semester is to reflect on your writing process in a hupomnemata. In ancient Greece, hupomnemata were used as memoranda where one “entered quotations, fragments of works, examples, and actions to which one had been witness of or of which one had read the account, reflections or material memory of things read, heard, or thought, thus offering these as an accumulated treasure for rereading and later meditation. They also formed a raw material for the writing of more systematic treatises in which were given arguments and means by which to struggle against some defect . . . or to overcome some difficult circumstance.” The basic assumption that underwrites the use of a hupomnemata is that “no technique, no professional skill can be acquired without exercise” (Foucault, “On the Genealogy of Ethics”). You will need to purchase a Moleskine notebook (or its knock-off equivalent – usually available at Recycled Books) and use it to copy crucial passages in the readings; raise questions about those readings for further discussion; complete in class writing assignments; reflect on the challenges that one encounters throughout the writing process; catalogue popular artifacts (such as images, magazine articles, etc.) that resonate with the course readings; and, sketch ideas for future papers or revisions. A good general rule of thumb is that you should make at least one entry in your hupomnemata for each assigned reading, in addition to other thoughts, plans, ideas, sketches, lists, doodles, and other ephemera you may enter into it. Each student will submit his or her hupomnemata in the final portfolio project.

### **UNIT WRITING ASSIGNMENTS**

The final assignment that concludes each unit is a short, double-spaced essay (between 3-5 pages or 1200-1500 words). Short essays require you to watch how sentences and paragraphs hang together to form an overarching argument. Also, short essays often require more revision, which leads to more concentrated engagements with the writing process (the point of the portfolio project). These essays are non-negotiable in terms of both format and length. For specific instructions, see assignment sheets for each unit. A stock rubric for grading these assignments can be found on page 67-75 of the *UNT First Year Writing* book. Please turn in a hard-copy of each unit assignment at the beginning of class on the assignment due date.

## **THE PORTFOLIO ASSIGNMENT**

In order to complete the first-year writing course (or sequence), every student must produce a writing portfolio. A writing portfolio is a carefully curated archive of student writing that demonstrates writing development over the course of the semester. A writing portfolio will be comprised primarily of the revised assignments from the preceding units. Because the writing portfolio is the cumulative demonstration of each student's writing development, **you should collect every written artifact that you produce throughout the term (all drafts, my comments, revision memos, etc.).** In addition, the portfolio will include your hupomnemata as well as an executive summary. A more detailed instruction sheet will be distributed in class.

## **IN CLASS QUIZZES**

There will be irregular in class quizzes that cover assigned readings. If I notice class discussion is lagging, I'll start to assign reading quizzes. I don't like giving/grading quizzes, and you probably don't like having to take them, so come to class prepared and ready to discuss the text.

## **Grading Policy & Breakdown:**

Grading for this class is designed to reflect an assessment of students' understanding of each assignment in accordance with the assessment criteria listed in the textbook. Specifically, grading for the course will break down in the following way.

### **Assessment Breakdown\*:**

- **Unit 1: Argument Description 10%**
- **Unit 2: Argument Analysis 20%**
- **Unit 3: Revision Memo 20%**
- **Unit 4: Collaborative Project 10%**
- **Final Portfolio Project 30%**
- **Attendane, Daily Work, Quizzes and Participation 5%**
- **Hupomnemata 5%**
- TOTAL: 100%**

**\*Failure to submit a COMPLETE unit assignment will result in failure of this course**

## **Late Work Policy:**

As a rule, late work for this course will not be accepted. Any quizzes or in-class exercises missed for any reason cannot be made up for points once missed. Additionally, unless otherwise specified, all written assignments must be turned in at the beginning of class on the day that they are due in order to be counted for credit. Individual students are responsible for being aware of both daily and long-term assignments. If you know in advance that you will need to be absent for a class period, make arrangements with your instructor at least one week before the scheduled absence.

## **Email Policy:**

I will respond to all emails as quickly as I can, but I cannot guarantee a response outside the normal business hours of 8-5, M-F. If you have an urgent question, contacting a fellow student

first is almost always more useful). Additionally, **be sure to check your My UNT email daily** (as required by university policy) for updates, changes, possibly occasional readings, etc.

### **Plagiarism and Academic Dishonesty:**

The UNT Policy Manual defines plagiarism as: “(a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and (b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.” (18.1.11). Students in all Freshman Writing courses need to be aware of the strict policies against plagiarism and academic honesty enforced by UNT and by instructors in the Department of English. All writing in Freshman English courses must be original, and all uses of other writer’s material (i.e., for the purposes of research based argumentation) must be acknowledged and clearly cited in any writing submitted for a grade.

The consequences for plagiarism at UNT are severe, and may include failure for the course, loss of scholarships, and in some cases dismissal from the university. Please talk with your instructor if you are unsure about whether or not something you are doing in your writing might be identified as plagiarism. If your instructor believes that something you have written has been plagiarized, you will be notified of the allegations in writing and asked to meet with your instructor and respond to your instructor’s arguments. After hearing your response, your instructor will decide on a course of action and notify you in writing of any penalties or other consequences. In most cases, your instructor will also send a copy of the allegations and sanctions to the Academic Affairs office. Please note that instructors in the English Department are authorized to fail students for an assignment or for the course if they judge that an assignment is knowingly or negligently plagiarized. Students have the option of appealing the decision of their instructor in writing to the Assistant Chair of the Department of English within 5 days of the instructor’s decision. For more information, please see <http://www.vpaa.unt.edu/academic-integrity.htm>

### **General Policies for Students in Freshman Writing Courses:**

#### **Departmental Absence Policy:**

The departmental absence policy must be maintained in all Freshman Writing classes. The policy is as follows:

“Regular and punctual class attendance is required of all students, and a poor attendance record may prevent students from earning a passing grade in the course for the semester. **The maximum number of permissible absences before a student automatically earns an “F” or “WF” in this M/W/F/ class is seven (7) absences. However, the student will receive a five point penalty on their semester grade for each absence over four (4).** It is each student’s individual responsibility to keep track of absences and make sure that he or she is within the allowed number permitted for the course.”

#### **Excused Absences for University Activities:**

In accordance with university policy, the only authorized absences are those incurred as a

consequence of participating in university-sponsored activities. Authorized absences **must be approved in advance by department chairs and academic deans. Within three days after the absence, the student must obtain an authorized absence card from the Dean of Students and present this card in person to his or her instructor.** Students with authorized absences may make up the work missed or be given special allowance so that they are not penalized for the absence. **All assignments and scheduled work must be turned in before or on the date of the excused absence.**

### **Excused Absences for Religious Holidays:**

In accordance with State law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. Travel time required for religious observances shall also be excused. Please see the UNT Student Handbook for information on which holidays or holy days are covered by this policy. State law also requires that students notify their teachers at the beginning of the semester if they expect to miss class on a religious holiday during the semester, but want to make up the work missed. Students will be allowed to make up the work provided they have informed their teachers in writing **within the first 15 days of the semester.** Once again, all assignments and scheduled work **must be turned in before** the date of the excused absence. University policy requires that students provide their teachers with an **official notification card issued by the university** if they want to make up any in-class work they missed while they were involved in a religious activity authorized by the university.

### **Unexcused Absences:**

Absences due to other causes, such as illness, emergency, death in the family, car trouble, etc., are not authorized by the Department of English as excusable absences, and instructors in the Freshman Writing Program are therefore not allowed to excuse students for such absences (even with “official” notes from medical professionals, etc.). Please note that absences for reasons other than official university business or religious holidays will count against students’ permitted absences for the semester and may also result in missed grades for quizzes, assignments, exams, or writing deadlines.

### **The following actions may also result in a student being counted as officially absent:**

- Coming to class without an adequate draft on a day when a draft is due (for peer response or for an assignment)
- Sleeping during class
- Misuse of technology during class (Checking Facebook, capturing Pokémon, texting friends, etc.)
- Showing up to class more than 10 minutes late
- Leaving a class before its completion
- Failing to attend a mandatory scheduled conference with the instructor

### **Class Behavior and Disruptions:**

According to the UNT Student Code of Conduct (sect. V), the following actions are considered acts of misconduct and may cause a student to incur university discipline:

- Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including public service functions or other authorized activities on or off University premises. Includes interrupting, hindering or preventing classroom instruction or other official educational activities from occurring intentionally through noise, acts of incivility, or other means.
- Physical Abuse, verbal abuse, threats, intimidation, harassment, coercion; and/or other conduct which threatens or endangers the health or safety of any person. Speech protected by the First Amendment of the United States Constitution is not a violation of this provision, although fighting words and statements which reasonably threaten or endanger the health and safety of any person are not protected. Each allegation of a violation under this provision shall be reviewed in consideration of these factors.
- Disruptive activities as defined by Section 37.123 and 51.935 of the Texas Education Code, such as intentionally obstructing, restraining, preventing or attempting to prevent passage of individuals on campus or into/out of campus buildings by force, by violence or by the threat of same; seizing control of a building/portion of a building to interfere with an administrative, educational, research or other authorized activity; preventing participation in or the holding of a lawful assembly or attempting to prevent same by force/violence, by threat or by causing reasonable fear of force/violence; or disrupting an assembly in progress by one or more such means.

### **A Special Note on Note-taking:**

Any notes taken by a student during this class are intended for her or his use only. Under no circumstances are notes to be given or sold to individuals or businesses outside of class. Under no circumstances may “private note takers” or “tutors” attend class, or transcribe class lectures without first obtaining the permission of the instructor and registering with the Office of Disability Accommodations. If you have any questions about this policy, or about intellectual property rights, please see the instructor.

### **Accommodating Students with Special Learning Needs:**

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation (reference Public Law 92-112--The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all instructors in the English Department will work with the Office of Disability Accommodations (ODA) to make reasonable accommodations for qualified students with disabilities. If you have such a disability, please inform your instructor within the first week of the semester and provide your instructor with a Special Accommodation Request Form (available from the ODA). Students needing assistance must be registered with the ODA; if you need to register with the ODA or otherwise contact that office, the ODA phone number is (940) 565-4323, For more information please visit <http://disability.unt.edu/>.

### **Campus Carry & Active Shooter Policy:**

**Senate Bill 11 (“Campus Carry”).** You must read UNT’s policy on concealed handguns on campus (see <http://campuscarry.unt.edu/untpolicy>). Note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of “handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person.” Per policy, if a gun is “partially or wholly visible, even if holstered,” it’s not legal on campus, whether or not it’s licensed. I report all illegal activities to the UNT police, regardless of their nature.

**All students should be aware of UNT’s guidelines for responding to “active shooter situations”** (see <http://emergency.unt.edu/get-prepared/Active-Shooter>).

### **Sexual Discrimination, Harrassment, and Assault:**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

### **Course Schedules and Drops in The First Two Weeks**

Students need to monitor their course schedule every day for the first two weeks of class in order to make sure that they have not been dropped from their courses by the registrar's office. Students who are dropped from classes for nonpayment of financial aid or other reasons will not be readmitted to the course; it is the students’ responsibility to make sure that all of their financial records are in order so that they are not dropped. Please see the Registrars’ website for more polcies and dates regarding course schedules and drops.

[catalog.unt.edu/content.php?catoid=17&navoid=1737#fall\\_2017](http://catalog.unt.edu/content.php?catoid=17&navoid=1737#fall_2017)

## ENGL 1310 Fall 2017 Reading and Assignment Schedule\*

\*Please note: the syllabus/course schedule is tentative and subject to change

IGAW = *Insider's Guide to Academic Writing*

SO = *The Sellout*

DATE	Reading Due	Writing Due	Class work
<b>Monday (8/28)</b>			Why do we write?; Hupomnemata; Syllabus; Curriculum Overview (UNT 11); Textbooks
<b>Wednesday (8/30)</b>	• UNT 1-16  • IGAW: 10-13		Strategies for Engagement (UNT 5); Conventions can point to cultural logistics. What does it mean to rhetorically listen, and how does literacy play a role?
<b>Friday (9/1)</b>	• UNT: 21-22  • IGAW: 37-39	Sign Course Contract	Ethos, Logos, and Pathos; How do we describe an argument? What is a narrative, and how do they shape how we think?
<b>Monday (9/4)</b>	<b>LABOR DAY</b>	<b>NO CLASS</b>	
<b>Wednesday (9/6)</b>	• UNT: 45-47  • IGAW: 14-15	Compose a Personal Literacy Narrative (Social and/or Cultural Literacy, IGAW 15) (500 words)	Discuss "The Lone Ranger and Tonto Fistfight in Heaven"; Argument



	<ul style="list-style-type: none"> <li>• “The Lone Ranger and Tonto Fistfight in Heaven”</li> </ul>		Description
<b>Friday (9/8)</b>	<ul style="list-style-type: none"> <li>• IGAW: 20-22, 25-27, 30</li> <li>• “Why Are All the Black Kids Sitting Together in the Cafeteria?”</li> <li>• <b>Bring Personal Literacy Narrative to class (hard-copy)</b></li> </ul>		<ul style="list-style-type: none"> <li>• “Why Are All the Black Kids Sitting Together in the Cafeteria?” Argument Description</li> <li>• Write a Rhetorical Analysis (Describe the Rhetorical Context) of your own Narrative (IGAW 26-27, 30)</li> </ul>
<b>Monday (9/11)</b>	“On Being the Target of Discrimination”	Choose a passage from Ellison’s text that resonates with you, and write about <i>why</i> (500 words)	<p>Discuss “On Being the Target of Discrimination”; Argument Description</p> <p>Write your own version of an “Ellison argument” using second-person <i>you</i></p>
<b>Wednesday (9/13)</b>	Pick Essay/Article for Unit 1 Assignment	Outline of Unit 1 Assignment	Workshop Unit 1 Assignment Outline
<b>Friday (9/15)</b>		Argument Description DRAFT due	Argument Description

		Workshop of Drafts
<b>Monday (9/18)</b>	Argument Description Due	Introduce Unit 2: Argument Analysis Assignment
<b>Wednesday (9/20)</b>	IGAW 39-42	Central Claim; What is the difference between a simple and complex thesis statement? List of social issues and reasons—what is your argument?
<b>Friday (9/22)</b>	IGAW: 43-48	Three Types of Evidence; Who might argue against you? Analyzing Audience Expectations Exercise
<b>Monday (9/25)</b>	“Acting White”	Discuss “Acting White”; Argument Analysis
<b>Wednesday (9/27)</b>		Dealing with Counterarguments Exercise (IGAW 48)
<b>Friday (9/29)</b>	<ul style="list-style-type: none"> <li>• UNT: 70-71</li> <li>• IGAW: 71-76</li> </ul>	Assessment Guidelines; Writing prompt
<b>Monday (10/2)</b>	Reading TBD	Evaluating the ethical problems of a text by analyzing its details

Wednesday (10/4)	IGAW 47-48  Bring in a hard-copy of your Argument Description	Argument Analysis; How can we build on our Argument Descriptions?	
Friday (10/6)	<ul style="list-style-type: none"><li>• UNT 49-56</li><li>• IGAW 132-134</li></ul>	Stasis Theory and Disagreements; Use notes from your Argument Analysis to develop WWH questions (IGAW 132)	
Monday (10/9)	<ul style="list-style-type: none"><li>• UNT 22-24</li><li>• “The Emperor’s New Clothes”</li></ul>	Discuss “The Emperor’s New Clothes”; Argument Analysis	
Wednesday (10/11)	Pick Essay/Article for Unit 2 Assignment	Type-up and bring in a REVISED hard copy of ANY Hupomnemata entry (this can go toward your Portfolio)	Perform Argument Analysis on Hupomnemata entry
Friday (10/13)		Argument Analysis Outline Due	Drafting an Argument Analysis from your Outline
Monday (10/16)	IGAW 49-52		Discussion questions
Wednesday (10/18)	<ul style="list-style-type: none"><li>• UNT 49-52</li><li>• Bring hard-copy of Unit 2 Assignment</li></ul>		Finding Evidence, Repetition, and Breaking up the Argument; Workshop

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article

<b>Friday (10/20)</b>	Argument Analysis DRAFT (bring to class)	Argument Analysis Guidelines; Draft Workshop
<b>Monday (10/23)</b>	Argument Analysis Due (see requirements on UNT 24)	Revision Memo Assignment (UNT 25) Discussion ; Choose an argument from your Hupomnemata; Revision Memo prompts (UNT 26) (in-class revision practice)
<b>Wednesday (10/25)</b>	IGAW 108-110	Revision Memo on Analysis practice;  Observing and Asking Questions, especially <i>why</i> ?
<b>Friday (10/27)</b>	<ul style="list-style-type: none"><li>• Claudia Rankine excerpt from “Citizen”</li><li>• <b>Bring in hard- copy of “On Being the Target of Discrimination”</b></li></ul>	What do Rankine’s and Ellison’s arguments have in common? Where do they differ?
<b>Monday (10/30)</b>	Excerpt from “White Rage”	Discuss excerpt from “White Rage”;

		Diving into Secondary Text: The Sellout; Discuss how to annotate
<b>Wednesday (11/1)</b>	<ul style="list-style-type: none"> <li>• UNT 85</li> <li>• SO 3-24</li> </ul>	Discuss “The Sellout”
<b>Friday (11/3)</b>	SO 27-65  <b>Bring hard-copy of Revision Memo</b>	Discuss “The Sellout”; Revision Memo Workshop
<b>Monday (11/6)</b>	Deadline for Revision Memo for Argument Analysis (see requirements on UNT 26)	Understanding the Collaborative Interview (UNT 26-28)
<b>Wednesday (11/8)</b>	<ul style="list-style-type: none"> <li>• SO 66-89</li> <li>• UNT 90-92</li> </ul>	Discuss “The Sellout”; Group Project Work
<b>Friday (11/10)</b>	• SO: 93-110	Discuss “The Sellout”
<b>Monday (11/13)</b>	SO 113-169	Discuss “The Sellout”
<b>Wednesday (11/15)</b>	SO 169-197	Discuss “The Sellout”; Group Project Work
<b>Friday (11/17)</b>	<ul style="list-style-type: none"> <li>• SO 201-237</li> <li>• UNT 92-95</li> </ul>	Discuss “The Sellout”

<b>Monday (11/20)</b>	<ul style="list-style-type: none"> <li>• SO 237-289</li> <li>• UNT 96-98</li> </ul>	Deadline for Collaborative Interview Project	Mini Presentations of Collaborative Interview Project What passages/questions best represent the interests and insights of the group?
<b>Wednesday (11/22)</b>	<b>NO CLASS</b>	<b>THANKSGIVING</b>	
<b>Friday (11/24)</b>	<b>NO CLASS</b>	<b>THANKSGIVING</b>	
<b>Monday (11/27)</b>			Understanding the Curated Portfolio; Portfolio Workshop
<b>Wednesday (11/29)</b>	UNT 134-140	Structural Elements, Language Elements, and Reference Elements	
<b>Friday (12/1)</b>	IGAW 111-12	Observing and Asking Questions Exercise; Executive Summary Work	
<b>Monday (12/4)</b>	<b>All Hupomnemata entries must be completed by this date</b>	Executive Summary DRAFT	Revision Workshop
<b>Wednesday (12/6)</b>	<b>TBD</b>	Portfolio is due during your final exam week	<b>TBD</b>

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<b>Friday (12/8)</b>	TBD	Portfolio is due during your final exam week	TBD
<b>Monday (12/11)</b>	TBD	Portfolio is due during your final exam week	TBD
<b>Wednesday (12/13)</b>	TBD	Portfolio is due during your final exam week	TBD
<b>Friday (12/15)</b>	TBD	<b>CONGRATULATIONS!</b>	TBD

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