

English 1310.601, First-Year Writing I

T/Th, 12:30-1:50 pm, Curry 211

Dr. Robert Upchurch, Professor of English

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Office Hours | Tuesday, 3:30 – 4:30 pm, LANG 409F

Course Description: ENGL 1310 introduces students to rhetorical tools, invention strategies, and writing processes that will help them thrive as writers in a university setting and beyond. Students begin with personal inquiry, writing about experiences and memories. With an emphasis on description, explanation, and observation, they practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive writing about themselves and their communities. Reading and discussing nonfiction texts helps develop their habits of critical reading and familiarity with academic argument. Over the course of the semester, students practice ways to gain critical distance and take an analytical perspective on a topic. They learn to use conventions of academic analysis to structure claims and evidence in ways that make their findings clear to their audiences.

Course Requirements and Grading

- 20% -- The Learning Narrative
- 25% -- The Observation Essay
- 30% -- The Analysis Essay
- 5% -- Reflective Self-Analysis
- 20% -- Attendance (10%) and Participation (10%)

Students must complete all requirements to pass the course. This includes assignment drafts and peer review responses. Late work will be penalized 5 points per day and will not be eligible for comments. Students who plagiarize or cheat will suffer severe consequences.

Note on Attendance and Participation. You are expected to attend class and actively participate. This course is by nature participatory, collaborative, and discussion-based, and you will learn more, perform at a higher level, and have more fun if you come to class and participate actively. Since class attendance and class participation are essential and inextricably linked, I reserve the right to reduce a student's attendance and participation grades. Attendance is taken daily, and all absences lower the attendance grade. Please note that after a student's third unexcused absence, I will reduce the student's final grade by 5 points for each additional class missed. Students who accumulate 6 unexcused absences will receive a final grade of "F" unless they withdraw from the class within the period authorized by UNT's academic calendar. For other course and university policies, see the "Getting Started" module.

Required Text: *The Composition of Everyday Life*, brief 6th edition (Mauk/Metz, Cengage 2017, ISBN 9780357613740).

Course Calendar

Note: arrows mark texts assigned to be read in full prior to class on that date.

Another Note: due dates for drafts, peer review responses, and final drafts will not change. The schedule of assigned readings may change, however, depending on the pace at which we're able to work productively as a community. If so, I will provide ample notice. I may also assign additional readings from time to time (in which case I'll provide you with copies or online links).

Week 1

8/22 Course Introduction

8/24 Inventing Ideas | ⇒ *Composition of Everyday Life (CEL)*, chapter 1

THE LEARNING NARRATIVE

Week 2

8/29 Read *The Learning Narrative* prompt in Canvas
Exploring Memories | ⇒ *CEL*, chapter 2, pp. 24–40

8/31 The Significance of Memories | ⇒ *CEL*, pp. 41–57

Week 3

9/5 Resonant Moments | ⇒ *CEL*, pp. 27–34

9/7 From Broad to Focused Insights | ⇒ *CEL*, pp. 49–51

9/10 *Draft of The Learning Narrative due by 11:59 p.m. in Canvas*

Week 4

9/12 Developing Voice | ⇒ *CEL* pp. 531–41

9/14 Narration, Dialogue, and Allusion | ⇒ *CEL*, pp. 50–54

9/17 *Peer Review Responses to The Learning Narrative due by 11:59 p.m. in Canvas*

Week 5

9/19 Conferences

9/21 Conferences

9/24 *Final Draft of The Learning Narrative due by 11:59 p.m. in Canvas*

THE OBSERVATION ESSAY

Week 6

9/26 Read *The Observation Essay* prompt in Canvas
Exploring Relationships | ⇒ *CEL*, chapter 3 (with special attention to Coppola's essay)

9/28 Exploring Observations | ⇒ *CEL*, chapter 4, pp. 95–112

Week 7

10/3 From Predictable Observations to Unique Insights — Thesis | ⇒ *CEL*, pp. 116–17

10/5 From Predictable Observations to Unique Insights — The Evolution of a Thesis

10/8 *Draft of The Observation Essay due by 11:59 p.m. in Canvas*

Week 8

10/10 Narration & Details in Observation | ⇒ *CEL*, pp. 95–102 + Lamb’s “My Year with Malala”

10/12 Vitalizing Sentences | ⇒ *CEL*, chapter 19, pp. 553–71

10/15 Peer Review Responses to The Observation Essay due by 11:59 p.m. in Canvas

Week 9

10/17 Conferences

10/19 Conferences

10/22 Final Draft of The Observation Essay due by 11:59 p.m. in Canvas

THE ANALYSIS ESSAY

Week 10

10/24 Read *The Analysis Essay* prompt in Canvas

Analyzing Written Texts | ⇒ *CEL*, chapter 6, pp. 155–67

10/26 Exploring Arguments | ⇒ *CEL*, pp. 168–69

Week 11

10/31 Purpose and Rhetorical Tools | ⇒ *CEL*, pp. 169–77 and, chapter 8, pp. 225–29

11/2 Writing Analysis | Identify a Text for Analysis

11/5 Proposal for The Analysis Essay due by 11:59 p.m. in Canvas

Week 12

11/7 Conceptual Maps | ⇒ *CEL*, chapter 5, esp. pp. 122 and 151.

11/9 Thesis | ⇒ *CEL*, pp. 178–79

11/12 Draft of The Analysis Essay due by 11:59 p.m. in Canvas

Week 13

11/14 Draft Reflection | ⇒ *CEL*, pp. 185–87

11/16 Revision Workshop

11/19 Peer Review Responses to The Analysis Essay due by 11:59 p.m. in Canvas

Week 14

11/21 THANKSGIVING BREAK

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Week 15

11/28 Conferences

11/30 Conferences

12/3 Final Draft of The Analysis Essay due by 11:59 p.m. in Canvas

Week 16

12/5 Read the Self-Analysis Assignment on Canvas

12/7 Reflective Self-Analysis due by 11:59 p.m. in Canvas