English 1311: Honors College Writing I

“Words—so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.”

~Nathaniel Hawthorne

Semester: Spring 2018
Course Section: 1311.002
Instructor: Shari M. Childers, Ph.D.

Contact Information
Office: LANG 407L
Email: Shari.Childers@unt.edu (Use your UNT email account to write to me.)

Office Hours: Tuesday 12:45 – 1:45 PM, or by appointment

Textbooks and Required Materials
Required Texts: all required texts are purchased in a single bundle from the publisher.

Selected Readings (Digital Access, granted through access code in publisher bundle)
Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*. 3rd Edition, Three Rivers Press, 2017. This text is available online (digitally) beginning 9/9/17 through our library. I have also placed a hardcopy on reserve at the Willis library (call number P301.5.P47 H45 2017) that can be checked out for 2 hours at a time.

Recommended Text
Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*. 3rd Edition, Three Rivers Press, 2017. This text is available online (digitally) beginning 9/9/17 through our library. I have also placed a hardcopy on reserve at the Willis library (call number P301.5.P47 H45 2017) that can be checked out for 2 hours at a time.

Required Materials
Learners will need consistent, reliable access to our online course materials in Blackboard. All major essay assignments are submitted via Blackboard.

Essential Competencies
To be successful in this course, you will need to
- Understand yourself as a writer by identifying mentor texts, practicing drafting, and employing appropriate style and convention
- Practice rhetorical listening—that is, listen to others’ perspectives with openness
- Learn to craft arguments for academic disciplines using rhetorical genres
- Learn to recognize and respond to arguments in our everyday experiences
- Learn rhetorical terms to gain fluency in argumentation
- Think critically about arguments and texts
- Understand revision as a collaborative, recursive process
- Understand the ethical dimension of argumentation—including crediting and documenting sources, using persuasive strategies ethically, analyzing ethical implications of arguments
- Network with others and utilize tact when offering/offered differing perspectives

Spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course

Submitting Assignments
Students will submit digital copies of written assignments to online dropboxes, which will be available from our course Blackboard site. The final portfolio will be submitted electronically through UNT’s Foliotek ePortfolio application, which all students have accounts for through the university. Student work in this course will be collected and evaluated for the purposes of internal program assessment. No work will be used publically without student permission.
Grading Policy

Grading for all online English 1310 courses follows the percentages identified below. Please refer to our textbook for the rationale and assignment sequence for English 1310, complete with instructions and rubrics for each required, departmental assignment.

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<tr>
<th>Component</th>
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<td>Investment (10%)</td>
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<td>5% Attend/Participation</td>
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<td>Final Portfolio (30%)*</td>
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*Failure to submit a COMPLETE portfolio will result in failure of this course.

Class Policies

The following class policies will help you succeed in this class and understand what I expect of you.

Email

- Use your UNT email account for this class and check your email daily for course announcements and updates. For each email you send me, use an informative subject line prefaced by your course and section information—for example, “English 1310.00X: Question about Unit 1 paper.” Please note that you should also use language that is appropriately professional for this context and sign your email.

Absences

- Being in class is essential for your success, particularly in a skills-based course. I will take attendance and follow departmental guidelines for absences.

Netiquette

- Please familiarize yourself with the more general Netiquette policies available here. Treating others with respect is integral to our course.
- For more information on our UNT Writing Program guidelines and expectations regarding classroom behavior and respect, whether in-person or online, please refer to our textbook pages “On Having Difficult Conversations About Race,” UNT 2 and UNT 3 (pp. UNT-3 – UNT-7).

Please refer to the course FAQ for additional helpful information.

Makeup/Late Assignment Policy

Late work for this course will not be accepted. Any quizzes or exercises missed for any reason cannot be made up. Additionally, all written assignments must be turned in by the assigned deadline to be counted for credit. If you experience a significant life event that will make completing your assignment on time difficult, contact your instructor as soon as possible with appropriate documentation and a well-thought out argument.

Plagiarism and Academic Dishonesty

Plagiarism is serious and has serious consequences. Please refer to the information in your textbook (UNT-101 – UNT-102) and the website for the Academic Affairs office for more information.

Departmental Policies

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 prior to or within a reasonable time following the absence. Travel time required 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. 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. 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.
Absences

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 the course is determined by the schedule of the course:

- M-W-F (meets three times a week): 7 absences
- T-TH (or M-W; meets two times a week): 5 absences
- M (meets only once a week): 3 absences

(Note: Even though the departmental absence policy states unequivocally that instructors “will” drop students who accumulate more than the allowed number of absences with a WF or an F, instructors are the final judges of whether rare or extenuating circumstances have occurred which may legitimate exceptions. It is each student’s responsibility to keep track of absences and make sure that s/he is within the number permitted for the course.)

Absences 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)
- Showing up to class more than 10 minutes late
- Failing to attend a mandatory scheduled conference with the instructor

University Policies

Accommodating Students with Special Learning Needs

The University of North Texas is committed to both the spirit and the letter of federal equal opportunity legislation; reference Public Law 92-11--The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 or 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 Department of English 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, and the office is located in the Union, suite 167.

Course Schedules and Drops within the First Two Weeks of Class

Students need to monitor their course schedule every day for the first two weeks of class 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 student's responsibility to make sure that all of his or her financial records are up to date to avoid being dropped.

For more information on UNT Add/Drop procedures, please visit the UNT Registrar's page at http://essc.unt.edu/registrar/schedule/scheduleclass.html.

Campus Carry & Active Shooter Policies

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

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
Harassment, & Assault

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. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.
## Readings and Assignments*

- **All work labeled “Prepare” should be completed prior to class on that day.** Pop quizzes over such work are always open-note. While some required readings are either in the textbook bundle (hardcopy or electronically) or are provided free of charge to you in Blackboard.
- **Read module** means to complete all readings in and assigned by that module.
- **Complete module** means to complete the readings + any work or assessments included in that module.
- **All ONLINE FINAL DRAFTS of writing assignments are DUE by 11:59 p.m.** on the dates indicated.
- **All drafts due IN CLASS are DUE within the first 10 minutes of class** because we need them for the work of that class day.
- **Failure to submit a COMPLETE PORTFOLIO will result in failure of this course.**

*While this syllabus is intended to be a useful guide, I reserve the right to make changes at any time in order to better meet the needs of my students and/or to adjust for unforeseen circumstances. I will inform you of any changes in writing using the Blackboard announcement function.

### This Course and Fundamental Concepts

#### Week 1  August 29
- **Welcome!** Class begins.
  - **Topics:** Course Overview & Goals
  - **Tasks:** Syllabus, introductions, and tour of Blackboard site

#### September 1
- **Tasks:** Complete Module 2, including Tips for Success quiz, no later than today

#### Week 2  August 31
- **Prepare:** Complete Start Here module before class, including Start Here/Syllabus quiz.
  - **Tasks:** Contact instructor with information or concerns relevant to your success in this course.

#### September 7
- **Prepare:** Read Module 1
  - **Topics:** What is close reading? What does it mean to read/write rhetorically?
    - How does a writer develop an argument: sentence to sentence, paragraph to paragraph?
    - Identify more elements of arguments: Audience, Purpose, Implications, Assumptions
    - Recognizing rhetorical appeals: Ethos, Pathos, Logos
  - **Tasks:** Considering the annotated email in Module 1
  - **Three messages exercise**

#### September 8
- **Tasks:** Complete Module 1 quiz no later than today
## Argument Description

### Week 3
12

**Prepare:** Complete Module 4, including MLA/Formatting Quiz  
Read Module 3

**Topics:**  
What argumentative strategies make the writer’s claims persuasive?  
How does the arrangement of the argument make it persuasive?

**Tasks:** Discussing mentor texts: Cofer’s “Maria” & Alexie’s “Fistfight in Heaven”  
Seek and Find Games

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### Week 3 (continued)
14

**Topic:** How does attending to style in a writer’s argument help us understand its purpose, audience, and forms of evidence?

**Tasks:** Discussing mentor texts: Cofer’s “Maria” & Alexie’s “Fistfight in Heaven”

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## Argument Analysis

### Week 5
26

**Prepare:** Read Module 6

**Topic:** Understanding Argument Analysis  
What assumptions is the author making? What are the implications of the argument?  
What are the ethical problems that this issue raises or addresses?  
What are the passages that best represent the author’s argument and the claims that lie therein?

**Tasks:** Discussing mentor texts: “Racist Speech”  
Applying stasis theory

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### Week 5 (continued)
28

**Topic:** What predictable critiques might you level against this argument?  
How might you move beyond predictable solutions and offer new insights that result in measurable changes?

**Tasks:** Discussing mentor texts  
(Close) reading an argument like a rhetor and a writer

### Week 6

#### October 3

**Prepare:** Read Module 7  
Bring laptops +/or a hardcopy of your graded Arg. Desc. Essay (with my comments)

**Topic:** Distinguishing between revision vs. editing  
What is the relationship between collaboration and successful revision?  
How does a writer develop a sophisticated revision plan? organize for meticulous work that responds to feedback? productively use comments s/he doesn’t fully agree with?  
Analyzing someone else’s writing (Mod 6) vs. your own (Mod 7)

**Tasks:** Writing/Drafting a Revision Memo  
Negotiate different perspectives and making informed decisions about improvements
Prepare: Bring **two hardcopies** of your completed Revision Memo DRAFT to class

**Topics:**
- Writing/Revising a Revision Memo
  - How do we carry out REVISION, the most important work of successful writers? What must change in order for your to become a better writer?
  - Remembering to save multiple drafts for the Portfolio at the end of this course

**Tasks:** Writer’s Workshop: guided, collaborative, revision; concurrent in-class conferences

6

**Tasks:** **Submit Revision Memo** to Blackboard/Assignment dropbox (end Mod 7)

Reminders:
- By Tuesday, October 24, read Beatty’s *The Sellout*: read it all OR at a minimum, you must read:
  - The Prologue (pp. 3-24)
  - Chapter Ten and City Lites: An Interlude (pp. 127-50)
  - Chapters Twenty-five, Twenty-six, and Closure (pp. 279-89)

Last day to drop a course or withdraw from the university with a grade of W for courses a student is not passing. After this date a grade of WF may be recorded.

**Week 7**

10

**Prepare:** Read Module 8

**Topic:** Argument Analysis… it’s everywhere!

**Library Resources:** Meet in the Library

**Tasks:** Utilizing library resources to solve problems

- Analyzing library resources & using them to analyze other arguments

12

**Topic:** Writing/Drafting an Argument Analysis

Reminder:
- By Tuesday, October 24, read Beatty’s *The Sellout*: read it all OR at a minimum, you must read:
  - The Prologue (pp. 3-24)
  - Chapter Ten and City Lites: An Interlude (pp. 127-50)
  - Chapters Twenty-five, Twenty-six, and Closure (pp. 279-89)

This is not the only assignment due on that day—PLAN FOR SUCCESS.

**Week 8**

17

**Topic:** Writing/Drafting an Argument Analysis

19

**Prepare:** Bring **two hardcopies** of your complete Argument Analysis DRAFT to class

**Topic:** Writing/Drafting an Argument Analysis

- Writer’s Workshop: guided, collaborative, revision; concurrent in-class conferences

20

**Tasks:** **Submit Argument Analysis Essay** to Blackboard/Turnitin dropbox (end Mod 8)

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**The Collaborative Interview**

**Week 9**

24

**Prepare:** Read Module 9

- Read Beatty’s *The Sellout*: you may read it all, but at a minimum, you must read:
  - The Prologue (pp. 3-24)
  - Chapter Ten and City Lites: An Interlude (pp. 127-50)
  - Chapters Twenty-five, Twenty-six, and Closure (pp. 279-89)

**Topic:** Understanding the Collaborative Interview

26

**Prepare:** Read Module 10

- **Bring to class** your first 150-word reflection/analysis (hardcopy).

**Topics:** Diving into our Secondary Text: *The Sellout*
How can you collaborate with your peers in a manner that is flexible, generous, and professional? How might you represent this in your discussion?

Tasks: Workshop analysis draft. Post your REVISED 150-word reflection/analysis to the discussion board later today. (end 10)

Week 10

27 Tasks: Post a SECOND 150-word reflection/analysis to the discussion board

Prepare: Read Module 11

Bring to class a hardcopy of your first 150-word response (or both, if you’d like).

Topic: Collaborating for deeper understanding of the text

How can you carry out REVISION, the most important work of successful writers?

How can you improve my writing? = How can I improve my revision process?

Revisiting. Revision.

Bring laptops +/or a workspace

November 31

Read Module 12

Prepare:

How can watching the revision process of your peers help you revise more effectively?

Collaborating for deeper understanding of the text

How can you collaborate with your peers in a manner that is flexible, generous, and professional? How might you represent this in your discussion?

November 2

Prepare: Read ALL of your peers’ responses so that your questions meet the rubric requirements for evidence of group engagement and awareness.

Topics: How can you produce a thoughtful question in response to a difficult text?

What makes a question an author more or less successful?

How can you help your group reach a decision on the questions that best represent your collective work?

Tasks: Drawing on the trends and themes that your group seems interested in, craft and post TWO correctly formatted questions (~50 words each) to your group's workspace by 11:59 pm. Your group should have at least 6 unique questions, total, to work with as the project moves forward.

November 3

Task: Choose ONE question from your group's collective questions, and post your nomination & 150-word justification, probably to a new thread/section of your workspace for considering questions. Discuss the merits of some questions, the possibility of editing or altering questions, etc. with your group.

November 4

Task: Verify that someone has posted your group’s TWO winning questions by 10:59 pm.

NOTE THE DIFFERENT DEADLINE, BB SHUTS DOWN AT 11PM. (end 11)

Revision

Week 11

7 Prepare: Read Module 12

Bring laptops +/- or a hardcopy of graded Arg. Analysis Essay (with my comments)

Topic: Revising. Revision.

How can I improve my writing? = How can I improve my revision process?

Tasks: Mentor texts

Writing a Revision Memo

9 Prepare: Bring two hardcopies of your completed Revision Memo DRAFT to class

Topics: Writing/Revising a Revision Memo

How do we carry out REVISION, the most important work of successful writers?

What must change in order for you to become a better writer?

Remembering to save multiple drafts for the Portfolio at the end of this course
Week 12

14 Prepare: Read Module 13
- Sign up for a conference time
- Bring HARD COPIES of previous draft, revision memo, & new draft to conference

Topic: The difficult, essential work of revision

Tasks: Individual conferences will be held in lieu of class
NOTE: No required hard copies (listed above) = No conference and no credit

16 Prepare: Bring HARD COPIES of previous draft, revision memo, & new draft to conference

Topic: The difficult, essential work of revision

Tasks: Individual conferences will be held in lieu of class
NOTE: No required hard copies (listed above) = No conference and no credit

Week 13

21 Prepare: Bring two hardcopies of your complete Revised Analysis DRAFT to class

Topic: Writing/Drafting an Argument Analysis
- Writer’s Workshop: guided, collaborative, revision; concurrent in-class conferences

Task: Submit Revised Analysis Essay to Blackboard/Turnitin dropbox (end Mod 13)

23 Holiday NO CLASSES: University Closed

The Portfolio

Week 14

28 Prepare: Read Module 14

Topic: Understanding a Curated Portfolio
- What areas of growth can be measured in your writing?
- What passages from your drafts or other artifacts from everyday writing activities best exemplify your writing development?
- What claims about your writing development this semester can you make and support?

Tasks: Rethinking your own writing as collected data
- Remembering the process and purpose of research
- Considering how, when, and why we make arguments about our work

30 Prepare: Bring hardcopy of 1 body paragraph of your Exec. Summary to class (end Mod 14)

Topic: Writing/Drafting an Executive Summary
- Understanding Foliotek and ePortfolio submission
- What are some potentially dangerous pathetic appeals in your analysis of your unfolding writing development?
- What writing strategies do you anticipate will help you most in your future classes?

Task: Writer’s Workshop: guided, collaborative, revision; concurrent in-class conferences

Week 15 December

5 Prepare: Bring hardcopy of 2 body paragraphs of your Exec. Summary to class (end Mod 14)

Topic: Writing/Drafting an Executive Summary
- Understanding Foliotek and ePortfolio submission
- What are some potentially dangerous pathetic appeals in your analysis of your unfolding writing development?
- What writing strategies do you anticipate will help you most in your future classes?

Task: Writer’s Workshop: guided, collaborative, revision; concurrent in-class conferences

Successfully upload required artifacts to Foliotek ePortfolio (see list in text)

Read Module 15

Topic: Troubleshooting Foliotek issues, if necessary
- What overarching argument would you make about your writing development this semester that is not obvious to someone who reads the contents of your portfolio?
Tasks: SPOT: Student Perceptions of Teaching (Evaluations), time allowed in class  
Writer’s Workshop: guided, collaborative, revision; concurrent in-class conferences

Prepare: Bring two hardcopies of your complete Executive Summary DRAFT to class

Topic: Writing/Drafting an Argument Analysis

Tasks: Writer’s Workshop: guided, collaborative, revision; concurrent in-class conferences  
All Hupomnemata entries must be completed by this date.

Week 16  
14  
Tasks: Yes! We meet during the exam session: 1:30 – 3:30 PM

Portfolio Due at 5PM.