**INSTRUCTORS:**

**PLEASE MAKE SURE ALL GREEN HIGHLIGHTED AREAS ARE MODIFIED AND THE HIGHLIGHTS ARE REMOVED BEFORE PASSING THIS SYLLABUS TO YOUR STUDENTS**

**ENGL 1013: Composition I – [section number]**

**[meeting time and place]**

**Term:**

**Instructor:** XXXXXXXXXX

**Office:** [Please List Your Assigned Office Here]

**Office Hours:** [ALL INSTRUCTORS MUST LIST THREE HOURS PER WEEK]

**E-mail:** XXXXXXX

**Course Overview and Required Texts**

**Course Description**

In this course, you will learn to research, draft, and revise essays and arguments. To do this effectively, we will discuss topics and strategies, including understanding your audience, knowing the purpose of your writing, and using a variety of rhetorical stances and strategies. You will also refine your writing skills by developing your knowledge of writing approaches and processes through exercises that work on invention, drafting, revision, and reflection.

You will complete four major assignments to develop your skills. First, in the **summary assignment**, you will learn to critically read, identify, and capture another writer’s arguments. Following that, by performing a **rhetorical analysis,** you will learn to break down how a writer uses different rhetorical tools to effectively communicate an argument to their intended audience. Lastly, you will create your own researched discussion of a topic in a **synthesis paper**, where you will conduct research that explores what other writers have already argued. Finally, you will curate your work – research, notes, drafts, revisions, etc. – to create a **portfolio**.

**Course Goals**

By the end of this course, you will learn to:

1. Identify arguments in composition;
2. Analyze the rhetorical strategies a writer uses to communicate their argument;
3. Evaluate different arguments on a researched topic to compare similarities and differences in perspectives;
4. Compose your own argument through careful research and annotation;
5. Write a thesis statement that captures the focus of your paper;
6. Develop a sense of critical and charitable feedback through peer review;
7. Revise your paper so that your sentences and paragraphs follow logical punctuation and style; and
8. Use a consistent citation style to format the layout of your papers, document in-text citations, and organize references.

**Thinking Rhetorically about Audiences, Cultures, and Experiences**

Writers write for audiences, and those audiences are almost never made up of people who think in the exact same ways that they do. Part of being an effective writer is understanding who your audience is and what their expectations are. As the semester progresses, you will write in a range of genres and for a number of different audiences. To help you learn how to do so effectively, we will read and engage with texts written by authors with a variety of backgrounds, cultures, and experiences.

We will begin each major assignment with a reading that allows us to practice one or more of the skills we focus on in this course while also learning about the cultures and experiences of the author. For each of these texts, we’ll consider how the writer’s own experiences and their audiences’ expectations shape the decisions they make as writers. These texts will center cultural perspectives that help us better understand how all writing is grounded in lived experiences of the cultures we all come from and how those things impact our ability to communicate with our readers.

**Course Textbooks**

*The Norton Field Guide to Writing with Readings and Handbook* ***ISBN: 9780393543773***

This is available as inclusive access textbooks via BlackBoard. If you do not want inclusive access, please remember to “opt out’.

**Assignment List**

Assignment #1: Summarize 15%

Assignment #2: Analyze 20%

Assignment #3: Synthesize 25%

Assignment #4: Curate and Reflect 20%

Weekly Assignments 20%

**Total Course Points: 100%**

Assignment 1: Summarize (15%)

The purpose of this assignment is to demonstrate that you can correctly identify and summarize a writer’s argument (or arguments) in a text. In addition, you will need to identify and discuss the rhetorical situation - this can include the stance the writer takes, the audience they may be writing for, and the purpose for writing. You will be writing two summaries of the same text: a long one (500-600 words) and a short one (no more than 150 words).

Assignment 2: Analyze (20%)

The purpose of this assignment is to demonstrate that you can analyze the way a writer communicates their argument(s) to their audience given their context and purpose. Specifically, you’ll want to identify and discuss the strategies that the writer uses to persuade the audience and discuss how effective those strategies are by including evidence from the text. After you analyze the text, you will also connect the text to its context. The final draft of this assignment should be 1000-1200 words.

Assignment 3: Synthesize (25%)

The purpose of this assignment is to demonstrate that you can capture patterns and trends in your research topic. Specifically, you’ll want to connect (synthesize) what others have already said about this problem so that your readers will have an in-depth understanding of the different perspectives on this topic. For this paper, you will synthesize multiple perspectives on one issue so that you can offer your audience a thorough and nuanced view of well-informed conversation about the topic. For your final draft, you won’t be composing a summary assignment (that was Assignment #1) nor will you be doing an analysis of individual sources (that was Assignment #2). However, during the research portion of this assignment, you may wind up summarizing and analyzing your articles – this will help you identify patterns and connections among your sources. The final draft of this assignment should be 1500-2000 words.

Assignment 4: Portfolio (20%)

The purpose of this assignment is to demonstrate how much you’ve grown as a writer throughout the semester. With guidance from your instructor, you will curate the content in your portfolio and write a 1,000-word reflective essay that discusses your growth as a writer over the course of the semester.

**Course Grading Scale**

This course uses a grading contract so for an in-depth explanation of the course grading scale, please see the Grading Contract document. If you complete your major assignments, including the portfolio, and the majority of your weekly assignments (as discussed in the grading contract on the following page), you will receive an “A” in the course. Grades below a “B” are a result of not completing all weekly assignments or failing to properly complete a major assignment. Absences may also affect your grade; please see below.

**Course Policies**

**Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access. Visit [http://cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures, or contact them at ada@uark.edu or 479-575-3104.

**Discrimination and Sexual Harassment**

Anyone experiencing discrimination and/or sexual harassment while at the university may report it to The Equal Opportunity, Compliance, and Title IX office. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, follow this link: <https://oeoc.uark.edu/reporting/index.php>. You can also contact the Office of Equal Opportunity, Compliance, and Title IX at 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

**Course Recording Policy**

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden without prior permission of the instructor.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc.

If class goes remote temporarily, due to an emergency situation, a copy of the Zoom recording of that meeting will be posted to Blackboard.

**Academic Integrity**

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at <https://honesty.uark.edu/policy/index.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

— Office of the Provost and Vice-Chancellor for Academic Affairs

*Policy Regarding Reusing Classwork*

The University defines plagiarism as “offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote.” In addition, submitting work you have turned in to fulfill requirements for another course may still constitute plagiarism. Please obtain your instructor’s permission before turning in previously submitted work. Refer to the sanction rubric <<http://honesty.uark.edu/sanction-rubric/>> for a list of specific violations covered by the University’s Academic Integrity Policy.

[Instructors: Please **choose one** of the following policies (either “Use Prohibited” or “Use Permitted with Citation) for your syllabus. For more on ChatGPT, please see the TA and Instructor Handbook.]

(USE PROHIBITED)

*Using ChatGPT for Your Work in This Class*

This is a course that asks you to work through the writing process and develop your own strategies for how to tackle each step of the process, from idea generation to drafting to revision to reflection. For this reason, I ask that you do not use artificial chatbots like ChatGPT to complete assignments for this class.

(USE PERMITTED WITH CITATION)

*Using ChatGPT for Your Work in This Class*

This is a course that asks you to work through the writing process and develop your own strategies for how to tackle each step of the process, from idea generation to drafting to revision to reflection. However, writing and technology are inextricably connected to one another. For this reason, I ask that if you use ChatGPT or other artificial chatbots at any point in the process you identify the ways it was used and cite any chatbo-written content that you quote, paraphrase, or summarize.

[This sections should be in all syllabi]

*Providing Course Materials to Course Hero, ChatGPT, and Other Sites*

Please do not provide my course materials or your peers’ work to ChatGPT, Course Hero, Chegg, or similar sites. I also strongly recommend that you not provide your own work to any of these sites.

[You will need to modify the following policies (Attendance, Classroom Disruption, Inclement Weather, and Emergency Procedures) if you are teaching remotely. You will also need to add a Communication/Office Hours & Feedback Policy. See the Course Guide for samples.]

**Absence Policy**

Absences that are recognized by university policy as excusable do not count towards your final absence total, so long as you inform your instructor of the absence and reason for the absence within a week. Students who will be missing class due to university events should provide a schedule of all planned absences at the start of the semester when possible. All other missed class meetings will count as an absence when tabulating your final grade. The following are considered excusable by the University of Arkansas’s official policy:

1. Illness of the student
2. Serious illness or death of a member of the student’s immediate family or other family crisis
3. University-sponsored activities for which the students’ attendance is require by virtue of scholarship or leadership/participation responsibilities
4. Religious observations as defined by the Students’ Religious Observances policy included below.
5. Jury duty or subpoena for court appearance
6. Military duty

*Students’ Religious Observances Policy*

“Although Christian religious holidays are reflected to some extent in the academic calendar of the university, holidays of other religious groups are not. When members of other religions seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The Schedule of Classes should inform students of the university calendar of events, including class meeting and final examination dates, so that before they enroll they can take into account their calendar of religious observances. Scheduling should be done with recognition of religious observances where possible. However, faculty members are expected to allow students to make up work scheduled for dates during which the student’s religious observances are scheduled, to the extent possible.” (University of Arkansas Faculty Handbook, Section 2)

**[Classroom Disruption: Modifications Needed for Remote Learning]**

Class discussions are interactive and diverse opinions will be shared; please be thoughtful in sharing your perspectives and responses with one another. Abusive language directed towards others will not be tolerated in the classroom.

Other behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to a minimum. Inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to the Office of Academic Integrity and Student Conduct.

**Inclement Weather:**

**[For face-to-face classes only.]**

When the university is closed, all classes are also canceled. If a weather delay affects university operations, then class will be canceled if it is scheduled before the university resumes operations.

**[For online or remote classes only.]**

When the university is closed, all classes are also canceled. Since we are online, this may not affect us in terms of attendance, but weather can affect power and access to the internet or U of A resources. In this case, deadlines may be extended as appropriate. If power or internet outages affect your area but not the university as a whole, let me know as soon as you are able. Often there will still be cell phone connection so you can email.

**Emergency Procedures: [PLEASE DELETE THIS POLICY IF YOU ARE TEACHING AN ONLINE CLASSES.]**

Many types of emergencies can occur on campus, so it is crucial that we be prepared to respond appropriately in the event of severe weather, armed assailants, or fire alarms. In keeping with the detailed instructions found at **emergency.uark.edu**, if a weather emergency occurs during our class:

* Always follow the directions of the instructor or emergency personnel.
* If told to evacuate, do so immediately.
* If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.
* If you cannot get to the lowest floor, pick a hallway in the center of the building.

In the event of an armed assailant or physical attack (CADD):

* **C**ALL—9-1-1
* **A**VOID—If possible, self-evacuate to a safe area outside of the building.
* **D**ENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.
* **D**EFEND- Use chairs, desks, cell phones or whatever is immediately available to distract

**[Insert Communications Policy: Consult Course Guide]**

**[Feedback Policy: Consult Course Guide]**

**Your Well-Being**

I respect the fullness of your lives and responsibilities outside of this class. If you experience something that impedes your ability to learn in this class, I invite you to discuss this with me. You absolutely **do not**have to disclose the details of your circumstances, but you are welcome to approach me so we might locate resources or other guidance for you.

Here is a list of campus resources that you might find useful in your time here:

| **Jane B. Gearhart Full Circle Food Pantry** 324 Stadium Drive | WAHR C204 | Bud Walton HallM 11am-3pm, W 3pm-5pm, Th 10am-2pm | 479-575-7693Student-led food assistance program. They serve anyone with a U of A or a UAMS ID and their household, providing a three-day supply of groceries and personal care items, up to 2x/week.<https://service.uark.edu/services/pantry/index.php> |
| --- |
| **Center for Educational Access** 209 ARKU, University of Arkansas479-575-3104<https://cea.uark.edu/> |
| **RESPECT (Rape Education by Peers Encouraging Conscious Thought)** Pat Walker Health Center, University of Arkansas(479) 575-7252<https://respect.uark.edu/resources/> |
| **STAR Central Web** Location: Pat Walker Health Center | Second Floor - Room 2129 | M-F 8am-5pm479-575-7252The office of STAR Central offers Support, Training, Advocacy, & Resources on Sexual Assault and Relationship Violence. STAR Central serves the university community through education programs, professional consultations and victim advocacy services. STAR Central is located on the second floor of the new addition of the health center in room 2129. All contacts and survivor services are confidential. |
| **Center for Multicultural and Diversity Education** ARKU 404479-575-8405<https://multicultural.uark.edu/about-us/index.php> |
| **Veteran and Military-Affiliated Student Center** GACS Suites 115-116640 N. Garland Avenue Fayetteville, AR 72701479-575-8742<https://vmsc.uark.edu/> |
| **Women’s Clinic (serving patients of all genders)** Pat Walker Health Center525 N. Garland Ave.479-575-4478<https://health.uark.edu/medical-health/womensclinic.php> |
| **Counseling and Psychological Services (CAPS)** Pat Walker Health Center525 N. Garland Ave.479-575-5276<https://health.uark.edu/mental-health/index.php>CAPS also offers drop-in, informal consultations. For updated hours see:<https://health.uark.edu/mental-health/letstalk.php> |
| **Office of International Students and Scholars** 104 Holcombe Hall479-575-5003<https://international-students.uark.edu/index.php> |
| **LGBTQIA+ Mentoring** 479-575-8405Contact: Adrain Smith atsmith@uark.edu <https://multicultural.uark.edu/diversity-and-inclusion/programs/lgbtqia.php>  |
| **La Oficina Latina** Contact: Magdalena Arroyo arroyo@uark.edu<https://multicultural.uark.edu/diversity-and-inclusion/programs/la-oficina-latina.php>  |
| **Academic Enrichment Program (AEP)** Designed to enhance the college experience of first-generation, low-income and other underrepresented students by providing a combination of effective advisement and mentorship, student development opportunities, academic coaching, and different learning experiences.(479) 575-5014Contact: Brande Flack: bmflack@uark.edu |
| **Student Support Services Web** Location: 008 Gregson Hall | 479-575-3546 | Monday-Friday 8am -5pmStudent Support Services provides a combination of programs and services to students who are first-generation, and/or modest-income, and/or individuals with disabilities.<https://sss.uark.edu/index.php> |
| **College of Arts & Sciences Programs** African and African American Studies | 230 Memorial Hall [https://fulbright.uark.edu/area-studies/african-and-african-american-studies/](https://fulbright.uark.edu/area-studies/african-and-african-american-studies/about-the-program/index.php) Asian Studies | Old Main 428<https://fulbright.uark.edu/area-studies/asian-studies/>Indigenous Studies Program | Kimpel Hall 714<https://fulbright.uark.edu/area-studies/indigenous-studies/>Latin American Studies Program | Kimpel Hall 723<https://fulbright.uark.edu/area-studies/latin-american-and-latino-studies/> |
| Student Success (Tutoring Center for all subjects)<https://success.uark.edu/>  |

 (updated July 2023)

**Approximate Course Schedule**

| Week | Unit | Weekly ObjectivesBy the end of the week, you will be able to: | Chapters Covered & Major Due Dates |
| --- | --- | --- | --- |
| 1[MM-DD] | Introduction & Reading for Writing | * Identify where to find important information in the syllabus.
* Explain the expectations of academic writing.
 | * Norton Field Guide Ch. 1 & 2
 |
| 2[MM-DD] | Summary: Annotating & Summarizing | * Annotate a composition in preparation for writing a summary.
* Write an effective summary of a text using your notes.
* Choose an appropriate text for your summary assignment.
 | * Norton Field Guide Ch. 3, 4, 30
 |
| 3[MM-DD] | Summary: Proofreading, Quoting, Paraphrasing, & Summarizing  | * Differentiate between the use of quotations, paraphrases, and summaries in your writing.
* Include quotations, paraphrases, and summaries in your writing.
* Format papers and in-text citations based on a citation style of your choice.
 | * Norton Field Guide Ch. 51
* Draft of Summary
 |
| 4[MM-DD] | Summary: Peer Review & Revising | * Provide useful feedback for your peers’ drafts.
* Revise your first draft for organization and structure.
 | * Norton Field Guide Ch. 32, 35, & 36
* Peer Review of Summary
 |
| 5[MM-DD] | Analysis: Rhetorical Situation of Texts | * Explain how rhetorical situations influence the way writers compose messages and arguments.
 | * Norton Field Guide Ch. 5 & 6
* Summary Due!
 |
| 6[MM-DD] | Analysis:Rhetorical Analysis  | * Annotate a text in preparation for a rhetorical analysis.
* Organize your approach to composing a rhetorical analysis.
* Draft a thesis statement that addresses the focus of your rhetorical analysis.
 | * Norton Field Guide Ch. 11 & 36
 |
| 7[MM-DD] | Analysis: Conferences | **Conferences!**  | * Draft of Rhetorical Analysis
 |
| 8[MM-DD] | Analysis:Peer Review & Revising | * Identify appropriate types of evidence that can be used in your rhetorical analysis.
* Incorporate evidence that supports your main idea.
* Critically offer feedback on the effectiveness of a peer’s analysis.
 | * Norton Field Guide Ch. 32 & 38
* Peer Review of Rhetorical Analysis
 |

| Week | Unit | Weekly ObjectivesBy the end of the week, you will be able to: | Chapters Covered & Major Due Dates |
| --- | --- | --- | --- |
| 9[MM-DD] | Synthesis:Synthesizing Information | * Explain why arguments require multiple sources of support/evidence.
* Identify patterns and connections for organizing a synthesis.
* Choose a topic to research for your synthesis paper.
 | * Norton Field Guide Ch. 12 & 50
* Rhetorical Analysis Due!
 |
| 10[MM-DD] | Synthesis:Plagiarism & Finding & Evaluating Sources | * Identify reputable publications and databases for research.
* Evaluate sources to determine how logical, truthful, and accurate they are.
* Assess sources to see which ones best fit your research needs.
* Create a working bibliography of scholarly and popular sources for research.
 | * Norton Field Guide Ch. 47 & 49
* Working Bibliography
 |
| 11[MM-DD] | Synthesis: Writing Strategies | * Explain why writers use different strategies to convey their argument.
* Employ different writing strategies to complete your synthesis paper.
 | * Norton Field Guide Ch. 39, 40, 41, & 63 (pp. 779-783)
* Synthesis Draft
 |
| 12[MM-DD] | Synthesis: Documenting Sources & Plagiarism | * Consider how citations communicate credibility
* Evaluate how best to cite ideas, arguments, and quotations from sources
* Critically offer feedback on the use of sources to establish a strong argument in a peer's synthesis.
 | * Norton Field Guide Ch. 52 & 53
* Peer Review of Synthesis
 |
| 13[MM-DD] | Synthesis: Conferences | **Conferences!** | * Norton Field Guide Ch. 34
 |
| 14[MM-DD] | Portfolio: Compiling a Portfolio | * Identify a method for curating content for your final portfolio.
* Curate (select and clean up) material for your final portfolio.
 | * **Synthesis Due!**
 |
| 15[MM-DD] | Portfolio: Editing & Self-Assessment | * Draft a self-assessment of your work to include in your final portfolio.
 | * Norton Field Guide Ch. 33
* Portfolio Self-Assessment Draft
 |
| 16[MM-DD] | Portfolio:Proofreading & Final Touches | * Ensure that portfolio meets checklist of requirements
 | * Portfolios due!
 |