ENGL 1301.003 College Composition  
Spring 2015  
Professor Luke Goebel  
The University of Texas at Tyler

**Required Texts:**
1. One piece of poetry or prose (or several short pieces) that you will bring to read aloud during our first day of class—something(s) you find exemplary in terms of writing that someone else wrote.
2. Your work. Bring your photocopied work on the class meeting prior to the one in which your work will be discussed and work-shopped or peer reviewed. This means you will also bring drafts of your essays/work to be peer reviewed as noted on syllabus. Any day on the syllabus calendar where there is a peer review you MUST bring a printed draft or two of your work as instructed.

**Course Description:**
The course aims to enhance student ability in language arts communication through studies and practice of creative personal non-fiction, short story, explorative essay, poetry, and other forms of human expression.

**Detailed Course Description:**
This course is about form and content: ideas and modes of expression. We are going to be learning to write in new ways, and we are going to gain personal agency through language.

We are going to be growing in terms of our experience with our own writing and the writing of others. WE are going to growing first by exploring theoretical concepts and frameworks regarding the history of human expression.

WE will then engage with current issues in the world today and with writing about issues and ideas for different contexts and audiences—but our focus is always on our own engagement and growth in terms of confidence, self-expression, and power to self-express in meaningful and empowering ways. The world too often makes us feel mute or insignificant, and it doesn’t need to be so! We are to become a community of writers, of thinkers, and people more able to express ourselves.

We will be reading nonfiction, creative personal nonfiction, theory, philosophy, lyrical essay, and other forms of writing. In order to examine these works, we are going to first build an understanding of the context of writing (first called poetry and representation) among some of our first ancient thinkers and writers, in the form of what we now call philosophy and which has created what we call “theory”. This will give us our first contexts from which to begin engaging with writing.
We will study the form and craft elements of chosen genres. We will discover elements of writing such as rhetoric and logic and context and craft. We will study how writers establish “authority” and effect. We will at this time be able to begin discussing texts both at the level of form (craft) and function (meaning/effect).

We will read, re-read, and then ask questions in class about the assigned reading materials—always paying attention to work being done in each sentence or line—to sound and effect, but also to context, to rhetoric, to message, etc. We will probe. We will realize. This isn’t about looking good or proving how intelligent we are, but about studying how writers and authors do what they do, and also what and how their works mean. We are all going to win.

We also will discover why we, and others, write. We must have something original compelling us to the page. We will discuss context and rhetorical triangle, and we will engage in new forms of writing. This class should inspire you to find what you must write, how to write effectively for different purposes including academic ones, and should teach you to understand choices you make when crafting your writing and argumentation and how to attend to the choices and elements you face when writing.

**The Work and the Process:**

You will write different works for different purposes. Perhaps most importantly, every member of this class will participate in peer review, giving and receiving careful feedback within the setting we will create together.

Each of you will create a portfolio of your writing. **SO KEEP ALL DRAFTS AND ALL UNITS TO INCLUDE IN YOUR SEMESTER'S END PORTFOLIO.** This will include all essays, other genres, as well as responses, and pastiches—both self-directed writing and writing generated through assignments given in class.

What you write will be strengthened through revision and revision will be strengthened and directed through class and workshop.

Hopefully, you will leave this class with at least one good reader whom you can show your work.

**Student Learning Objectives:**

Upon finishing this course, students will be able to achieve the following objectives:

1. **Critical Thinking:** assessed by student ability to relate their life experience to larger social/cultural narratives.
2. **Communication:** through essay prompts and creative assignments, assessed by student communication skills through their choices of syntax, voice, and sound.
3. **Team work:** assessed by groups and teamwork in revision to demonstrate student oral communication skills.
4. **Social responsibility:** assessed by student personal ethical choices articulated through writing to indicate larger significance of these choices based on a variety of cultural settings.
5. **Personal responsibility:** assessed by student demonstration of “ethics” in creative writing through understanding the nature of responsibility to self and others in writing and through the discussion of contexts and freedom in writing.
Grades:

Participation 30%
Participation grades are based on attendance, discussion, workshop, letters written to your peers, presentations, and attention to the material and engagement in class.*

*Quizzes: quizzes are random, cannot be made up, and count for toward the thirty percent of your participation.

UNIT Essays 50%
Each Essay will be equally weighted and will be averaged into a collective fifty percent of the total course grade.

Portfolio 20%
To be turned in at the end of the semester including all essays, responses, creative writing, etc. This is writing that you generated and work-shopped in class. This will be revised “final” work that has been written during the semester. There will be a short reflective essay, which asks you to do metacognition. DO NOT THROW AWAY ANY DRAFTS OR UNITS YOU HAND IN AND GET BACK THROUGHOUT THE SEMESTER. You must keep all returned units and include them in the portfolio at the semester’s end!

Attendance & Tardiness:
You will be on time, present, and appropriately engaged in class meetings with all necessary materials including required texts. You may miss 3 documented, excused classes before your course grade goes down by 10 percent. After this, your grade will drop one grade for each unexcused absence that follows.

Standard UT Tyler Syllabi Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar.

Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

This syllabus is subject to change, so long as all students are notified of the changes and all changes apply to all students in the class equally, and so long as the changes are in keeping with university policies and standards.

January 26 Census Date: Deadline for all registrations, schedule changes, and section changes.

March 23rd: Last day to withdraw from one or more courses.

Detailed Syllabus: We will likely get behind schedule due to delight and this schedule WILL CHANGE!

WEEK ONE:

HOMEWORK: Read the start of selection from Annie Dillard’s For The Time Being

Wed. Jan 14th: In-Class reading and discussion of excerpt by Dillard.

HOMEWORK: READ parts of Plato’s “Ion”. SEE BLACKBOARD

Friday Jan 16th: In-Class reading and discussion of “Ion”

HOMEWORK: READ assigned excerpts from Plato’s “Republic”: SEE BLACKBOARD

WEEK TWO:
Monday Jan 19th: In-Class reading and discussion of “Republic”

HOMEWORK: TBA

Wed. Jan 21st: In-Class discussion of “Republic” and possibly start of Plato’s “Phaedrus”

HOMEWORK: Read “Phaedrus” SEE BLACKBOARD
Friday. Jan 23rd: In-Class reading and discussion of ARISTOTLE’S RHETORIC.

HOMEWORK: TBA

WEEK THREE:
Monday Jan 26th: Watch SPECTACLE! Discuss. Begin In-Class reading of “ART IN THE AGE OF MECHANICAL REPRODUCTION” by Walter Benjamin

HOMEWORK: TBA

Wed. Jan 28th: Watch “F” is for Fake a film by Orson Wells

Friday Jan 30th: Watch “F” is for Fake, a film by Orson Wells

HOMEWORK: TBA

WEEK FOUR:
Monday Feb 2nd: IN-Class WORK ON UNIT ONE!

HOMEWORK: TBA

Wed. Feb 4th: IN-Class WORK ON UNIT ONE!

HOMEWORK: TBA

Friday Feb 6th: PEER REVIEW ON UNIT ONE!

HOMEWORK: TBA

WEEK FIVE:
Monday Feb 9th: HAND IN UNIT ONE PORTFOLIO. Past Student Examples of the Creative Personal Non-Fiction Essay

Wed. Feb 11th: CONFERENCES

HOMEWORK: TBA

Friday Feb 13th: CONFERENCES

HOMEWORK: TBA

WEEK SIX:
Monday Feb 16th: CONFERENCES

Wed. Feb 18th: Rhetorical Triangle and the CREATIVE PERSONAL NONFICTION ESSAY: Looking at CPNE’s by Tom Wolfe and Joan Didion.
Friday Feb 20th: PREPARING TO START PERSONAL CREATIVE WRITING and/or CREATIVE PERSONAL NONFICITON ESSAYS. In-Class examination of more CPE’s such as Kiese Laymon’s essay “How to Slowly Kill Yourself and Others in America: A Remembrance”. A LOOK AT THE SENTENCE.

WEEK SEVEN:
Monday Feb 23rd: First SENTENCES WORKSHOP: Craft ESSAY/Creative Personal Writing HOMEWORK: WRITE ESSAY/Creative Personal Writing

HOMEWORK: WORK ON CPNFE

Wed. Feb 25th: Finish ESSAYS/Creative Personal Writing

HOMEWORK: BRING PRINTED ESSAY/Creative Personal Writing FULL DRAFT TO NEXT CLASS

Friday Feb 27th: PEER REVIEW

HOMEWORK: REVISE ESSAYS

WEEK EIGHT:
Monday March 2nd: Revise Essays in Class

HOMEWORK: FINISH ESSAYS AND PRINT DRAFT FOR 2nd PEER REVIEW

Wed March 4th: 2nd PEER REVIEW

HOMEWORK: FINISH AND PRINT FINAL PORTFOLIO FOR CPNFE UNIT

Friday March 6th: HAND IN FINAL PORTFOLIO FOR CPNFE UNIT

HOMEWORK: NONE HAPPY SPRING BREAK!

WEEK NINE: HAPPY SPRING BREAK!!!!!

WEEK TEN:

HOMEWORK: Start thinking of your defense/critique

Wednesday March 18th: Conferences

Friday March 20th: Conferences

WEEK ELEVEN:
Monday March 23rd: Conferences
**Wed. March 25th:**  Class MAY BE Cancelled for conference/reading  TBA

**HOMEWORK:**

**Friday March 27th:**  Class MAY BE cancelled for conference/reading  TBA

**WEEK TWELVE:**
**Monday March 30th:**  In-class reading of “POETICS”

**HOMEWORK:** TBA

**Wed. April 1st:**  In-class finishing of “Poetics” Looking at Aristotle’s “Rhetoric”

**Friday April 3rd:**  THE GENRE OF APOCALYPTIC ART: AN INTRODUCTION. Watch Film

**WEEK THIRTEEN:**
**Monday April 6th:**  Watch Film

**Wednesday April 8th:**  Watch Film

**Friday April 10th:**  Watch Film

**WEEK FOURTEEN:**
**Monday April 13th:**  In-class writing

**HOMEWORK:** TBA

**Wed. April 15th:**  In-class writing

**HOMEWORK:** TBA

**Friday April 17th:**  In-class writing

**HOMEWORK:** Finish Essay and print draft for PEER REVIEW next class.

**WEEK FIFTEEN:**
**Monday April 20th:**  PEER REVIEW/REVISE

**HOMEWORK:** FINISH ESSAYS AND PRINT PORTFOLIO FOR UNIT THREE

**Wed. April 22nd:**  HAND IN UNIT THREE PORTFOLIO/DISCUSS FINAL PORTFOLIOS

**HOMEWORK:** WRITE LETTER AND ASSEMBLE FINAL PORTFOLIO

**FRIDAY APRIL 25th:**  LAST DAY OF CLASS/HAND IN FINAL PORTFOLIO. HAVE A GREAT SUMMER!