



**UT Permian  
Basin™**

ENGL1301-10

Freshman Composition

Fall 2020 Session 8W1

M, W, F 13:00-13:50

Delivery Method: Face to Face

## Instructor Information

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Office Location: MB 4110

Office Hours: M,T,W,TH 10:00AM-11:00Am or by appointment

## Course Information

### Course Description

This course takes up the argument that in the current moment at which both political ideology and #BlackLivesMatter are foremost in the American consciousness, ignoring matters of ideology is simply no longer an option for any engaged citizen. Students will use writing to understand and interrogate how ideologies are constructed and transmitted. Through our writing assignments, we will learn to navigate and MLA format and citation conventions. Next, students will deploy these conventions to create a series of evidence sheets which will serve as bibliography-in-progress to explore ideas of interest to them before developing these ideas into an outline and policy proposal paper. Finally, students will develop a final portfolio replete with a 2-3 page introductory letter. This course will begin with the study of the background, morphology, and transmission of ideology as it relates to how we approach the world and our daily lives and provide students with the essential tools to discuss how ideologies are born and spread. This course will then allow students to consider topics of individual interest to them while they read important speeches, policy briefs, and memoirs by writers including Ayn Rand, Alexander Solzhenitsyn, and Albert Camus.

## Course Learning Outcomes

The trajectory of this course will take you through numerous activities and assignments designed to provide practice and afford insight in order to help you gain master the following essential writing/reading/critical thinking skills divided in to three distinct outcome areas:

**Outcome 1: Rhetorical Composition. *You will compose texts in multiple genres and employing using multiple modes of communication and learn to do so in relation to various rhetorical situations.***

Through composing a variety texts throughout the semester you will demonstrate your understanding of audience, purpose, and constraints, use and adapt generic conventions, as well as hone your voice as an author using organization, development, style, and tone. These compositions will include:

- Policy Analyses and Briefs Related to Themes of the Course
- Argument element Identification Shells which identify: Inherency, Harms Scenarios, Policy Planks, Solvency Including Internal Links, and Comparative Advantages Scenarios relative to The Status Quo.
- Argument Response Papers utilizing MLA Conventions, Citation Styles, Integration of Quoted Evidence, and the revision process
- Rhetorical analyses
- Process Journaling
- Reflective pieces discussing successes/shortcomings/future trajectory of your/peers writing
- Original research paper incorporating the evidence cards and arguments from weekly writing assignments.
- A letter of introduction for a cumulative portfolio curating the Assessment Committee's encounter.
- Cumulative portfolio itself
- Personal Philosophy Assessment / Mission Statement / Personal Guiding Principle Reflection.

**Outcome 2: Critical Thinking and Reading Resulting in Writing. *As you undertake scholarly inquiry and produce your own arguments, you will learn to summarize, analyze, synthesize, and evaluate the ideas and arguments of others.***

During this semester you will be bombarded by the ideas of others. You will encounter these ideas in a variety of texts both inside and outside the classroom and across various mediums--print, visual, aural, oral, etc. You will learn proper ways to ethically integrate texts written by other individuals into your own work by correctly citing and adapting. Through this you will learn how to employ writing as a tool to engage and think critically about a myriad of issues.

**Outcome 3: Writing as Process. *Students understand and practice writing as a process, recursively-implementing strategies of research, drafting, revision, editing, and reflection.***

In learning about your own writing process and doing guided reflective writing about that process, you will learn to critique your work and apply those principles to works created by peers. You will also become aware that creating a successful text requires multiple drafts and intentionality concerning the deployment of your arguments' specific efficacies.

- Compose texts in multiple genres, using multiple modes with attention to changing rhetorical situations.
- Summarize, analyze, synthesize, and evaluate the ideas of others as you undertake scholarly inquiry in order produce your own arguments.
- Practice writing as a process, recursively-implementing strategies of research, drafting, revision, editing, and reflection.
- Implement reading practices specific to the genre of poetry--identifying poetic devices, terminology, metrical structures, target audience, formal qualities, sonic elements, allusive reference, historical and cultural contexts, interaction of translators and poets, and historical developments in poetry as a genre.
- Identify arguments, claims, warrants, conclusions, impacts, and telos of a poem as well as subjectively evaluate the extent to which the author accomplishes these objectives.
- Identify the interaction between the form and the content of a poem and describe an author's success/failure in both of these facets and how the two relate.

## Course Policies

### ➤ Attendance

Attendance is essential. Aside from documented absences for school-related activities, you may miss **3 (three)** classes without incident. For every class you miss after the fourth, I'll lower your grade by one-third of a letter. Meet with me if you feel your situation warrants an exception to this rule. Bring appropriate documentation to our meeting. I understand COVID times are COVID times; however, every attempt will be made to provide a quality, in person education synchronously to all of my students. This means if anyone needs to stay home or is deciding to take THIS class remotely, I am asking you to be online during our meeting time where I will broadcast the in person class to a lives stream. If the time of this class is such that you cannot do that, you need to be enrolled in a section that matches your schedule so you CAN do that.

### ➤ Late work

All assignments are due by the time and date specified. I will not accept late work without granting advance permission via email, and permission is not guaranteed. Even with advance arrangement, late work will cause your grade for the assignment to decrease by one letter for each class period the assignment is late. Meet with me if you feel your situation warrants an exception to this rule. Bring appropriate documentation to this meeting.

### ➤ Contact/Communication

Email is the best way to contact me if you have questions or concerns. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your UTPB email account at least once every 24 hours. I will also be setting up a class groupme. Please sign up for it at the link below if you want to. I have found this is the quickest way for y'all to reach out with any questions about homework upcoming assignments, if you're running behind and will be a little late to class, etc.

### ➤ Academic Integrity

The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

*I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to UTPB's Honor Council. You may also receive an F on the assignment(s) in question.*

➤ **Small Writings and Assignments**

Keep up with these as they are assigned. They help prepare you for class, give you a direction to work, give you practice opportunities for writing, critical reading, and thinking. These assignments will be collected on the due date and NOT accepted late (again, unless we make a prior agreement). If you know you will be absent, you must hand in your assignment early.

➤ **Electronics**

Since we are composing multimodally throughout the course, you are encouraged to bring to class and operate laptops, tablets, and smart phones. I encourage you to develop best practices for negotiating among virtual communities and the real time of the classroom. What choices can you make to remain attentive to your peers and me, while at the same time engaging with digital resources?

➤ **Public Nature of the Course**

Please consider all writing for this class to be “public.” Part of becoming an effective writer is learning to appreciate the ideas and feedback of others. In this course, our purpose is to come together as a writing community. Avoid writing about topics that you wish to keep private or that you feel so strongly about that you are unwilling to listen to the perspectives of others.

➤ **Cooling-Off Period**

When I return a graded assignment to you, I request that you read my comments about your work carefully and wait 24 hours before coming to speak with me about your grade. I have found that asking for this “cooling-off” period results in more productive discussions about graded work.

## Required Materials

Rand, Ayn; *Philosophy, Who Needs It?* (A digital copy will be provided if you don't want to buy it)  
**ISBN# [978-0451138934](#)**

Modern Language Association; *MLA Style Manual and Guide to Scholarly Publishing, 3rd Edition*  
(PURDUE OWL Online resource will be fine if you don't want to buy it)  
**ISBN#: [978-0873522977](#)**

Camus, Albert; *Algerian Chronicles* (need to buy it)  
**ISBN# [978-0674416758](#)**

Alinsky, Saul; *Rules for Radicals* (I will provide a digital copy)  
**ISBN#: [978-0679721130](#)**

## Important Academic Dates

UTPB [Academic Calendar](#)

## Graded Material

<b>Course Activity</b>	<b>Points</b>	<b>Percentage of Total Grade</b>
<b>“That Ol’ Reflect’n Connect”</b>	<b>5</b>	<b>5</b>
<b>“What is your Personal Philosophy?”</b>	<b>10</b>	<b>10</b>
<b>Goldberg Argument Analysis</b>	<b>10</b>	<b>10</b>
<b>Assignment #3: Policy Proposal Research (BAS-AIQ-AR)</b>	<b>35</b>	<b>35</b>
<b>“Mr. and Ms. Smith go to Washington”</b>	<b>15</b>	<b>15</b>
<b>Phase II Portfolio and Letter</b>	<b>25</b>	<b>25</b>

## Assignment #1: “That Ol’ Reflect’n Connect” (5%)

### Guidelines:

This is a reflection/process essay and thus: I WANT YOU TO BE IN 1<sup>st</sup> PERSON & USE YOUR OWN AUTHORIAL VOICE

#### Example:

“I am concerned about the absence policy because I am here on a water polo scholarship and the team travels almost every week for nationally televised matches and even if the absence is excused, missing the instruction on most Fridays could impact my understanding of important concepts.”

The paper should be in proper MLA format with regards to stylistic conventions: margins, heading, page numbers, etc. It should be typed, double-spaced, and in a standard font. It is due in hard copy at the beginning of OUR NEXT CLASS

Everyone look down at the course syllabus y’all have been issued. Note the policies, procedures, assignments, expectations, reading load, writing load, subject matter, course outcomes, and pace of the semester. Think of these, in the aggregate, as what the overall expectations of the semester seem to be. Now keep pondering this as you go pick up your required books, look through the Blackboard Course Site for additional required readings and optional materials. Consider these items as well—even if you don’t have your books yet and won’t have all of them by Friday go in to Amazon, Google Books, or Goodreads and preview their table of contents and sample pages—also consider the order we’re tackling them, who authored each of them, and any contextual information you can discern from the dust jacket blurbs.

Lastly, think about our initial section—you’re currently in the middle of it—or what else strikes you about the classroom environment? Love the room? Hate the room? The seating arrangement? The time of day the course is offered? Whatever stays with you, in terms of classroom environment, even hours after class is a good place to start.

Use these three different kinds of textual experience—the syllabus, this text books, and this initial section—as your “data sets” or “evidence” write a 2pg.+ reflective essay in which you describe your writing process up to this point in your academic careers in relation to the specific demands of this course. Finally, predict and how you think you’ll do in this course.

It may help to consider the following questions to get your mind in the reflective zone:

- What assignments look familiar, easy, self-explanatory, or manageable? Why?
- What in your reading and writing past makes you confident about parts of the course?
- What parts?
- What in your academic past is hesitant / skeptical/ beginning to loathe others parts of it?
- What are those parts?
- How do you think you’ll do overall? Cakewalk? Work your tail off? Love it or loathe it?
- Is the course right up your alley?
- Is it mind-bogglingly foreign to you in every way?
- Is it alike or different from what you’ve encountered in your classes here thus far?

Finally:

How do you plan (or not plan) to will leverage your past experience and initial impressions to help you excel/survive/benefit from this course?

**Assignment #2: “What is your Personal Philosophy?”  
(Humanity needs Y’all to have one) (10%)**

Write a MLA Style, 3+ page paper using 1<sup>st</sup> person active voice and citing evidence from at least 5 sources as warrants for claims made in response to the following topical considerations/prompts/questions:

(which you can consider answering as a way to jump start your mind in writing this paper)

- ✓ What is your paradigm/code/ethic/morality/mantra/guiding principle/mission statement you use to help you govern your actions, thoughts, and words?
- ✓ Where does it come from?
- ✓ How did it arise?
- ✓ When?
- ✓ What currents does it actively pull from?
- ✓ What undercurrents passively work to inform it?
- ✓ How does it relate/compare/measure up to the status of regulatory and legal code for the US?
- ✓ For The UN?
- ✓ For Human Kind/the World?

You are NOT required to answer each or any of these in your paper if it does not help/advance your rationale. Conversely— a paper which *only/merely* answers these questions without a much deeper tone indicative of deep reflective thought and a carefully processed argumentative thrust—will fall, at best, somewhere in the “mid -C” range.



**Assignment #3: Goldberg Response Paper (10%)**

After reading and discussing Goldberg's article in class, write a 2-3 page response in which you:

- > Identify the claims Goldberg is making (to receive a passing grade you need to identify and quote at least three (3).
- > Correctly identify the warrants he gives for each claim (and properly quote them).
- > Respond to Goldberg by either
  - >Defending his argument (bringing up new evidence he doesn't mention from your own life experiences as to why he is correct, why his warrants work and why his arguments make sense) or
  - >Refuting his argument (examplng why his reasoning is flawed, his claims don't make sense and his warrants are not valid or are weak fore the points he is making, and providing counter examples fore them as to why his thought process or claims are just in error altogether.)

***This will be turned in as an MLA formatted paper with proper headings, page numbers, etc. etc.***

### **Assignment #4: Policy Proposal Research (BAS-AIQ-AR) (35%)**

*Writing as Process, Citation Conventions, and Reflective Work on Authenticity and Authorial Voice*

**B**.ibliographic, **A**.nnotation **S**.ummary, **A**.rgument ID, **I**.n-text citation, **Q**.uote integration, **A**.pplication to your research interests, & **R**.esponse/**R**.ebuttal or “BAS-AIQ-AR”, for short.

(get it? It’s a ridiculously long acronym so it’s not really short for anything... ha ha ha eye roll...I know)

Through this series of assignments, you will practice and master MLA format.

Starting the 6<sup>th</sup> week of class you will turn in one evidence sheet over an article you have researched for your final project.

#### **Each evidence sheet will contain:**

- ❖ Annotated bibliographic entry (MLA format),
- ❖ A brief summary of the article
- ❖ An identification and brief analysis of the author’s/article’s argument
- ❖ A reflection / process / predication section in which you predict, assess, and review how this article helped further your planned the research paper—or begin to question it.
- ❖ Why? Provide at least 2 quotations from the article as evidence of how/why it advanced (or made you ponder abandoning) your research project.

Don’t worry, I will be passing these out for you to fill-in-the blanks on and we’ll do a few practice ones in class.

Then you will compile these evidence sheets into a policy proposal outline

(Again don’t worry this is a color coded copy and paste type process you will actually enjoy)

**Assignment #5: “Mr. and Ms. Smith go to Washington”: (15%)**

Write an Original Policy Proposal 6pgs--8pgs based on the outline you have put together, using proper MLA conventions and including a MLA formatted Works Cited Page

Sample Syllabus

***Assignment #6 : Reflective Portfolio (10%) & Introductory Letter (15%)***

This assignment will ask you to curate the experiences you have had this semester to provide an answer to the question you are asked at the beginning of the semester “What does writing about literature/poetry mean to you?” By writing a 2-3-page introductory letter—to serve as a guide to direct your readers through the portfolio—and selecting 8 artifacts you have created over the course of the semester—which must include two major assignments and any corresponding revisions, drafts, or reflection essays—you will craft a portfolio. This will provide your well-considered, reflections on the answer to that initial question.

Sample Syllabus

### ***That Reflective Portfolio Letter (15%)***

Develop a letter addressed to the Portfolio Assessment Committee that shows how you've achieved the learning outcomes for your first-year composition course. This letter should exhibit and discuss in detail concrete examples from your portfolio. You should write between 3-5 double-spaced pages, not including the exhibits from your portfolio that you reference in the letter.

The Assessment Committee is composed of a number of first-year writing instructors as well as graduate students from across the university who serve as fellows in the Writing Program. Several of these individuals helped create the program learning outcomes and they're excited to see how students have achieved the outcomes.

#### ***Possible Approaches***

Feel free to use first person and write a narrative of your experience, rather than writing an argumentative essay. You can document your learning for the committee by

- ✓ Telling a story in which exhibits from your portfolio play major roles.
- ✓ Exploring each piece of your writing process and the part it plays in producing a final product.
- ✓ Discussing your failures and how they turned into successes.
- ✓ Describing your successes and then discussing how you intend to improve in other areas needing further developing.

***Artifacts as exhibits within the Portfolio (10%)***

Back up assertions you make about your learning by including exhibits from your portfolio.

Depending on how your instructor has asked you to develop your portfolio, an exhibit might be.

*(In every case, you should embed your exhibit in a discussion about its significance for your learning.)*

- A reference to the part of a document that you discuss in your reflection letter.
- An image in which you show and talk about one or more artifacts.
- Quoted or block quoted material from an artifact.
- Reported or quoted feedback from others.
- A series of illustrations (or quotations) that show how a particular artifact or part of an artifact evolved.

Sample Syllabus

## University Policies

### Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Mr. Paul Leverington  
**Address:** Mesa Building 4242/4901 E. University, Odessa, Texas 79762  
**Voice Telephone:** 432-552-4696  
**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

### Sexual Harassment/Sexual Misconduct Policy

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

The UTPB Police Department at 432-552-2786

The Title IX Coordinator at 432-552-2697 or [TitleIXCoordinator@UTPB.edu](mailto:TitleIXCoordinator@UTPB.edu).

The Dean of Students at 432-552-2600

Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

## Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to [owl@utpb.edu](mailto:owl@utpb.edu).
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email [success@utpb.edu](mailto:success@utpb.edu) for more information



## Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-2630 <a href="http://www.utpb.edu/academics/undergraduate-success/TSAAD">http://www.utpb.edu/academics/undergraduate-success/TSAAD</a>
Admissions & Registration & Transcripts	(432) 552-2605 <a href="http://www.utpb.edu/admissions">http://www.utpb.edu/admissions</a>
Advising	UTPB E-Advisor at <a href="http://cas.utpb.edu/academic-advising-center/e-advisor/">http://cas.utpb.edu/academic-advising-center/e-advisor/</a>
Bookstore	(432) 552-0220 <a href="http://www.bkstr.com/texas-permianbasinstore/home">http://www.bkstr.com/texas-permianbasinstore/home</a>
Financial Aid and Scholarship	(432) 552-2620 <a href="http://www.utpb.edu/campus-life/financial-aid">http://www.utpb.edu/campus-life/financial-aid</a>
UTPB Library	(432) 552-2370 The J. Conrad Dunagan Library Online at <a href="http://library.utpb.edu/">http://library.utpb.edu/</a>
Student Services	<a href="http://www.utpb.edu/campus-life/studentactivities/student-senate/committees/student-affairs">http://www.utpb.edu/campus-life/studentactivities/student-senate/committees/student-affairs</a>
Technical Support	Canvas 1-866-437-0867 <a href="https://guides.instructure.com/">https://guides.instructure.com/</a>  More information <a href="http://www.utpb.edu/online/reach/technical-requirements">http://www.utpb.edu/online/reach/technical-requirements</a>
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).  Student Success Center: <a href="http://www.utpb.edu/academics/undergraduate-success/success-center">http://www.utpb.edu/academics/undergraduate-success/success-center</a>

### End-of-Course Evaluation & Instructor Evaluation

Every student must complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

### Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## Course Schedule

### Final Exam

We will NOT have a final exam as such in this class. We will, however, be using the final week and the block of time assigned for our final exam for PORTFOLIO PRESENTATIONS AND DEFENCES. Thus, you should plan your end-of –semester travel plans accordingly. Meaning, PLAN TO BE HERE, IN THIS ROOM, FOR THIS CLASS’S ASSIGNED FINAL EXAM BLOCK.

Date	Reading	Writing
Week 1	<b>Syllabus, Intro:</b> Welcome to: Ideology, Activism, and Policy Making.  <i>Ayn Rand Philosophy, Who Needs it?</i>	Take notes on the syllabus, books, class ambience, etc  <b>Assignment #1 DUE NEXT CLASS</b> <b><i>“That O’I Reflect’n Connect”</i></b>
Week 2	<i>Ayn Rand Philosophy, Who Needs it?</i>	<b>Assignment #2: “What is your Personal Philosophy?” DUE END of WEEK 3</b>
Week 3	Goldberg Article	In class Argument Analysis and Breakdown of Argument/Warrant/Claim Structure
Week 4	Alexander Solzhenitsyn; <i>The Exhaustion of the West</i>	<b>Assignment #3: Goldberg Response Paper</b> <b>DUE END OF WEEK 5</b>
Week 5	<i>Rules for Radicals Pgs. 1-50</i>	Evidence Sheet #1
Week 6	<i>Rules for Radicals Pgs. 51-100</i>	Evidence Sheet #2
Week 7	<i>Rules for Radicals Pgs. 101-150</i>	Evidence Sheet #3
Week 8	<i>The Algerian Chronicles</i> “Crisis in Algeria” 85-113	Evidence Sheet #4
Week 9	<i>The Algerian Chronicles</i> “Algeria Torn” 117-149	Evidence Sheet #5
Week 10	Policy discussions and I/C workshops on Papers	Outline Due
Week 11	Policy discussions and I/C workshops on Papers	Working on Drafts of Final Papers
Week 12	Adding Transitions and Citations	Working on Drafts of Final Papers
Week 13	The Reflective Portfolio and Cover Letter	Final Papers Due
Week 14	Catch up and Wrap up	Final Portfolios Due
Week 15	<b>Presentations and Class Party</b>	<b>Presentations and Class Party</b>

# Sample Syllabus