

English 1302-010: Rhetoric and Composition II [MWF]

Instructor: Cathy Corder

Course Information: 1302-010, MWF 11 – 11:50pm, PH 302
1302-013, MWF 2 – 2:50pm, PH 300

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ENGL 1302 Rhetoric and Composition II continues ENGL 1301, but emphasizes advanced techniques of academic argument. Class assignments include issue identification, independent library research, analysis and evaluation of sources, and synthesis of sources with students' own claims, reasons, and evidence.

Prerequisite: Grade of C or better in ENGL 1301.

Expected Learning Outcomes

In ENGL 1302, students build on the knowledge and information that they learned in ENGL 1301. By the end of ENGL 1302, students should be able to:

Rhetorical Knowledge

- Identify and analyze the components and complexities of a rhetorical situation
- Use knowledge of audience, exigence, constraints, genre, tone, diction, syntax, and structure to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures
- Know and use special terminology for analyzing and producing arguments
- Practice and analyze informal logic as used in argumentative texts

Critical Reading, Thinking, and Writing

- Understand the interactions among critical thinking, critical reading, and writing
- Integrate personal experiences, values, and beliefs into larger social conversations and contexts
- Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity
- Produce situation-appropriate argumentative texts that synthesize sources with their own ideas and advance the conversation on an important issue
- Provide valid, reliable, and appropriate support for claims, and analyze evidentiary support in others' texts

Processes

- Practice flexible strategies for generating, revising, and editing complex argumentative texts
- Engage in all stages of advanced, independent library research
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing to critique their own and others' arguments

Conventions

- Apply and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics, and be aware of the field-specific nature of these conventions
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Revise for style and edit for features such as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

Required Texts

Graff and Birkenstein. *They Say/I Say*. 2nd edition.
First-Year Writing: Perspectives on Argument. 2011 UTA custom edition
Ruszkiewicz et al. *The Scott, Foresman Writer*. UTA custom edition

Description of Major Assignments

Issue Proposal (due 9/26): This semester you'll be conducting research on an issue that you select. For this paper, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research.

Mapping the Issue (due 10/31): For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue—all from a completely neutral point of view.

Researched Position Paper (due 12/2): For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

Additional Assignments

Annotated Bibliography (due 10/10): For this assignment you will create a list of at least 10 relevant sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

Reading Responses/Reading Quizzes: Each reading response should be two double-spaced pages and should address the prompts provided. Reading quizzes will be assigned if students do not come to class prepared.

Class Participation: You will be graded on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. I have attached a Class Participation Self-Evaluation Sheet to this syllabus and posted it on Blackboard, and three times over the course of the semester you will have the opportunity to grade yourself on your class involvement.



Ask questions. Be curious. You are more than welcome to have a different interpretation of a text than a classmate or me; just be sure to share your perspective in a productive and supportive manner.

Peer Reviews. Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper's final folder in order to receive full credit. It is very important that you attend class on peer review days, as you will not be able to make up these points.

Grades

Grades in FYC are A, B, C, F, and Z. Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course. This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. This judgment is made by the instructor and not necessarily based upon a number average. The Z grade is intended to reward students for

good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

Your final grade for this course will consist of the following:

Issue Proposal	15%
Annotated Bibliography	10%
Mapping the Issue	25%
Researched Position Paper	30%
Responses/Quizzes	10%
Class Participation	10%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-and below; Z=see the Z grade policy above.

All major essay projects must be completed to pass the course. If you fail to complete an essay project, you will fail the course, regardless of your average. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

Late Assignments. Papers are due at the beginning of class on the due date specified. Reading responses will not be accepted late. Assignments turned in after the class has begun will receive a 10 percent deduction unless the instructor has agreed to late submission in advance of the due date. For each calendar day following, the work will receive an additional 10 percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

Revision policy. Revision is an important means for improving both the writing process and the final product. Students have the option of revising two major essays—the Issue Proposal and Mapping the Issue Essay—after they have been graded. The original grade and revision grade will be averaged to arrive at the student’s final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade.

Attendance Policy. Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in ENGL 1302. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.

After accruing four unexcused absences in a T/Th class or six unexcused absences in an M/W/F class, students will be penalized 5 percent off their final grade for each additional absence. I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities. Habitual tardiness is one indication of poor time management and life preparation.

Classroom Behavior. Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment

appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to Student Conduct and Discipline, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Academic Integrity. It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

Americans with Disabilities Act. The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Drop Policy. Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Writing Center. The Writing Center, Room 411 in the Central Library, offers guidance on any writing you are assigned while a student at UT-Arlington. During Fall 2011, Writing Center hours are Mon-Thurs 9am – 7pm, Fri 9am – 1pm, and Sun 2 – 6pm. Appointments are for 45 minutes and students should bring a printed copy of their assignment sheet, any instructor or peer comments and their draft to the appointment. You may register and schedule appointments online at <http://uta.mywconline.com>.

Writing Center consultants assist students with all aspects of writing, from understanding an assignment to revising an early draft, to polishing a final document. However, the Writing Center is not a document editing service; consultants will not correct or identify every grammar or spelling error, nor will they rewrite student assignments. They will help students focus on improving their writing skills and help students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation and editing errors.

In addition to one-on-one consultations, the Writing Center will offer grammar workshops periodically throughout the semester. During these workshops students will focus on identifying and correcting one of the most common grammar errors and then will participate in a Consultant-led revising and editing session. For more information on these, please see their calendar at <http://www.uta.edu/owl>.

Library Research Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments:

- **Paper's Due Drop Inn.** The Paper's Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, on the 2nd floor of Central Library (to your right when you exit the elevator; to your left when you exit the stairwell), librarians will be available to assist students with research and/or citation. On most days, there will also be a consultant available from the Writing Center who can help with any problems students may have with organizing or writing papers.
- **Course-Specific Guides.** All First-Year English courses have access to research guides that assist students with required research. To access the guides go to <http://libguides.uta.edu>. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help.

Additional Academic Resources. The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy. All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a

MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Conferences and Questions: I have four regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

Course Schedule

Assignments are due on the day they are listed.

Syllabus Abbreviations:

TSIS: *They Say/I Say*

SFW: *The Scott, Foresman Writer*

FYW: *First-Year Writing: Perspectives on Argument*

IP: Issue Proposal

MI: Mapping the Issue

AB: Annotated Bibliography

RPP: Researched Position Paper

Week	Date	Assignments
1	8/26	<u>Course introduction</u> Policies and procedures
2	8/29	<u>Rhetorical situation</u> Read: FYW pp. xi-xix (FYE policies) and “The Rhetorical Situation” pp. xx-xxiii. Diagnostic Essay
2	8/31	<u>Rhetorical situation</u> Read: Review FYW “The Rhetorical Situation” pp. xx-xxiii. Last day for late registration
2	9/2	<u>Entering academic conversations</u> Read: TSIS Preface, Introduction, and Ch. 9 Due: RR#1: Choose a current issue that interests you. Write a brief (1/2 page) summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the Introduction to help organize your ideas.
3	9/5	No Class: Labor Day Holiday
3	9/7	<u>Introduction to argument</u> Read: FYW Chapter 1 and TSIS Chapters 1 and 7
3	9/9	<u>Discuss ENGL 1302 assignment sequence</u> Read: ENGL 1302 assignments in FYW pp. xliii-lxiii. Pay careful attention to the Issue Proposal (IP). Due: RR#2: Name another current issue that interests you. Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue? Also, bring questions about assignment sequence in general and IP specifically.
4	9/12	<u>Discuss current issues</u> Read: Review FYW Chapter 1 pp. 14-21. Due: RR#3: Select three possible issues to research this semester. Draft responses to invention questions 1-4 in the Issue Proposal assignment for each issue (FYW xliii-xliv). Census Date: Last day to withdraw without a W

Week	Date	Assignments
4	9/14	Review and discuss sample IP. Discuss peer review Read: Sample IP in FYW pp. xlvii-xlviii and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in SFW pp. xxiii-xxix. Due: First draft of IP
4	9/16	<u>Finding and Stating Claims</u> Assign peer review groups Read: FYW Chapter 2 and TSIS Chapter 4 Due: Revised claim for IP
5	9/19	<u>In-class work on IPs</u> Due: Peer review feedback of IPs
5	9/21	<u>Reasons and Evidence</u> Read: FYW Chapter 4 Due: RR#4: FYW pp. 99-100 Tasks 1 and 2
5	9/23	<u>Reasons and Evidence</u> Read: TSIS Chapters 2, 3, 5; SFW pp. 233-248
6	9/26	<u>Discuss strengths and weaknesses of IP</u> and trajectory of research project. Assign annotated bibliography (AB). Due: Issue Proposal Portfolio
6	9/28	<u>Library Day:</u> Research for Annotated Bibliography Meet in library room TBA Read: SFW pp. 224-232 Due: Possible search terms for your library research
6	9/30	<u>Warranting claims and reasons</u> Read: FYW Chapter 7
7	10/3	<u>Warranting claims and reasons</u> Assign peer review groups Read: Review FYW Chapter 7
7	10/5	<u>Review and discuss sample AB</u> Read: Sample AB Due: First draft of AB
7	10/7	<u>In-class work on AB</u> Due: Peer review of ABs
8	10/10	<u>Strengths and weaknesses of AB</u> Due: Annotated Bibliography
8	10/12	<u>Mapping the Issue (MI)</u> Read: MI assignment in FYW pp. xlix-lii Due: Questions about MI assignment
8	10/14	<u>Ethos, Pathos, and Logos</u> Read: FYW Chapter 3 and “Evaluating Proofs” handout
9	10/17	<u>Reporting Evidence</u> Read: FYW Chapter 5 Due: RR#5: Select an article from your AB and analyze its claims and support (see Invention #3 in assignment pg. xlix in FYW).
9	10/19	<u>Reporting Evidence</u> Read: Review FYW Chapter 5 Due: RR#6: Write a draft outline of your MI. Include the evidence you will use to support your discussion of the conversations you’re mapping.

Week	Date	Assignments
9	10/21	<u>In-class work on MI</u> Assign peer review groups Read: Sample MI in FYW, pp. liii-lv Due: First draft of MI
10	10/24	<u>In-class work on MI</u> Due: Second draft of MI
10	10/26	<u>In-class work on MI</u> Due: Peer reviews of MI
10	10/28	<u>Assign Researched Position Paper</u> Read: RPP assignment in FYW pp. lvi-lix Due: Questions about RPP assignment
11	10/31	<u>Discuss strengths and weaknesses of MI</u> Due: MI Portfolios
11	11/2	<u>Your reader's role in your argument</u> Read: FYW Chapter 6, TSIS Chapter 6 Due: Name the intended audience for your RPP (remember, it must be a person or group with a real address) and explain how you intend to frame your problem/solution for your chosen audience (see FYW p. 128-29 for invention questions). Last day to drop
11	11/4	<u>Outlining your argument</u> Read: FYW Chapter 10 Due: Outline of your RPP, including main claim, "so what," reasons, and support.
12	11/7	<u>Making your case</u> Read: TSIS Chapter 10 Due: Draft a paragraph of your RPP in which you include a reason, support your reason with evidence, and include "metacommentary" to clarify or elaborate.
12	11/9	<u>Common Ground</u> Read: FYW Chapter 8 Due: Where do you have common ground with opponents in your RPP? Draft a paragraph of your RPP in which you highlight your common ground.
12	11/11	<u>Research Process</u> Read: FYW Chapters 11-13. Due: Questions about your research process.
13	11/14	TBA
13	11/16	<u>Library Day</u> Due: Bring a list of questions you still need to answer/information you still need to gather for your RPP and search terms for library work.
13	11/18	<u>In-class work on RPPs</u> Read: Sample RPP pp. lx-lxii in FYW Due: Questions about RPP project
14	11/21	<u>In-class work on RPPs</u> Assign peer review groups Due: First draft of RPP
14	11/23	<u>In-class work on RPPs</u> Due: Second draft of RPPs
14	11/25	No Class: Thanksgiving Holiday

Week	Date	Assignments
15	11/28	<u>In-class work on RPPs</u> Due: Peer review of RPPs
15	11/30	<u>In-class work on RPPs</u> Due: Third draft of RPPs
15	12/2	<u>Discuss strengths and weaknesses of RPPs</u> Due: RPP Portfolios
16	12/5	Class evaluations RPP presentations
16	12/7	RPP presentations
16	12/9	RPP presentations Last day of classes

Name: _____

Score: _____

Class Participation Self-Evaluation

Participation in class is more than physical presence. It means making a meaningful contribution to discussions and course activities. I define satisfactory class participation and cooperation as being present with all required class materials, answering questions, offering constructive opinions, and generally cooperating with the teacher and other students in the class.

To practice reflective thinking for analysis, you must take the risk of sharing your views and interpretations and receive feedback from others regarding the soundness of those views and interpretations. We construct knowledge and learn from each other, and if you don't speak—we can't learn from you!!! I will base my evaluation of your class participation on what I can observe in the classroom, so you need to show what you know!!

Self-Evaluation Criteria	Frequently 3	Sometimes 2	Rarely 1	Never 0
1. I am prompt and have regular attendance in class.				
2. I am prepared for class with assignments, notes, and other required class materials.				
3. I print out and read documents posted on Blackboard, underline or highlight passages, make notes in the margins, and bring them to class.				
4. I am an active and regular participant in all types of class discussions and activities.				
5. I listen respectfully when others talk, both in class and in groups.				
6. I initiate questions in class.				
7. I build on and relate to points made by other students or by the teacher.				
8. My comments add important facts and perspectives, or present outside information that reflects additional research that I have done, which goes beyond the required assignment.				
9. I am never inattentive or rude in the class.				
10. I am not overly sensitive and can take constructive criticism and learn from it.				

ENGL 1302 Syllabus Contract

I have read and understood the syllabus, and I agree to abide by the course policies.

Print Name

Date

Signature

Date