**ENGL 1302: Rhetoric and Composition II**

**Instructor**: Mr. Sean Farrell

**Office**: 409 Carlisle Hall

**Office Hours**: M/W/F 10:00-11:00AM and by appointment

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Note that the English Department phone is for brief messages ONLY, and the preferred method of communication is e-mail.

**Course Information**:

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| **Section 011**MWF 11:00-11:50AMLocation: PH 300 | **Section 016**MWF 2:00-2:50PMLocation: PH 100 |

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| **Syllabus Philosophy:** I have worked hard on this syllabus to ensure that it is as comprehensive and readable as possible; therefore, I expect you to not only read the syllabus at the beginning of the semester, but make use of it throughout. I will not answer questions that can be easily found in this syllabus, including information about my e-mail address, office hours, office location, and classroom policies. It is YOUR job to read and understand the policies below, and only ask me for clarification after having checked the syllabus. |

**Course Description**: Continues ENGL 1301, but with an emphasis on advanced techniques of academic argument. Includes 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.

**ENGL 1302 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 (3rd UTA custom edition)

Ruszkiewicz et al, *The Scott, Foresman Writer* (UTA custom edition)

\* You MUST have the correct edition of each book. Editions change substantially between printings, and I will not be responsible for finding new page numbers, filling in the gaps of added material for you, etc.

**Grades**

Final grades in First-Year Composition 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 FYC plays 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, and/or do not complete assigned work.

**Grade Breakdown:**

The grades for this course will be distributed as follows:

Issue Proposal – 10%

Annotated Bibliography – 10%

Mapping the Issue – 20%

Researched Position Paper – 30%

Response Papers – 20%

Participation – 10%

Grade Calculation:

A 900-1000 points

B 800-899 points

C 700-799 points

F 699 points and below

Z See the Z grade policy above.

**Description of Major Assignments**

 **Issue Proposal:** 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.

 **Annotated Bibliography:** 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.

 **Mapping the Issue:** 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:** For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

 **Response Papers**: There are two kinds of response papers – Writing Exercises (WE) and Writing Process papers (WP).

Writing Exercises are designed to get you thinking and writing about the issues discussed in class. These must be turned in online via BlackBoard BEFORE class on the day they are due.

Writing Process papers are designed to help you work on each essay in stages, so that you don't write anything last-minute and you get crucial feedback along the way. WPs will therefore typically be some draft of your essay -- a prospectus (proposal) for your writing, an introduction, a finalized draft, etc. You must BRING WPs TO CLASS the day they are due, as they will generally be used as part of a peer review activity. WPs will be graded in two ways -- you will get half credit for completing the assignment, and half credit for engaging in peer review that day in class. Any exceptions to this grading policy will be noted in advance.

**Rules, Regulations, and Expectations**

**Participation Points Policy** – Participation points will be assessed based on some in-class work (such as class activities, quizzes, etc.) and your overall active involvement in the course. At any time over the course of the semester, I reserve the right to determine that in-class activities may be counted for participation credit, regardless of whether I inform you of this beforehand. I also reserve the right to make this determination without respect to the number of students in attendance, the difficulty of the work, or any other consideration. In short, you should be in class every day, as I might decide to count in-class work for participation credit at any time.

**Drafts** –Drafts will largely be graded as WP’s; see above. You must submit the final drafts of your essays onto BlackBoard, AND bring them to class. The BlackBoard copy will check for plagiarism; I will grade and return the copy you hand to me. The class day after your final draft is due, you should bring your Individual Conference Notecard with you and return it to me.

**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. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Extra Credit** – There will be various extra credit opportunities throughout the course. The three main offerings are:

1. Attend a Writing Center individual session.
2. Attend a Writing Center workshop. The workshops geared toward ENGL1301 courses do NOT count for this.
3. Additional Extra Credit opportunities that may be announced in class

In order to get extra credit, you must also write a one page (double-spaced) response to your experience. These extra credit opportunities will each replace your lowest daily grade.

**Grade Grievances** – Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. You may view these procedures in the 2013-2014 Undergraduate Academic Regulations at: <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19>

**Late Enrollment Policy**: Though I realize that some times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up attendance, missed opportunities for participation points, or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Expectations for Out-of-Class Study** – Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Late Work Policy** – I do not accept any late or make-up daily work at all. However, I know that “life” (and other stuff) happens, and allow one exception to the late rule per semester for major essays only (excluding the RPP). You are allowed to turn in one final draft late during the course, without receiving a late penalty, with three stipulations:

1. You must ask for and receive permission, via email, in advance of the deadline, not afterward.
2. You must explain what’s holding you up--give me a reason. The reason itself is not as important as simply being honest.
3. The extension is only good for one week. If you do not turn in the essay within a week’s time, you cannot turn it in at all, and you have forfeited your late exception for the remainder of the course.

Please note that the above policy only applies if you let me know before the deadline. As such, I highly recommend that you complete your essays early, as this kind of policy is especially ideal in situations where a technology “hiccup” prevents you from turning in your writing on time.

**Attendance** -- 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 1301. 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 me in writing at least one week in advance of an excused absence. I will not supply what you miss by email, personal conference, or phone. If you know you will be absent, you must send your work with a classmate or by email by the time class starts in order to receive credit for the work. Please make an appointment to see me in person to discuss habitual absenteeism and tardiness. In addition, you should be attentive during class lectures, as I will not be uploading PowerPoint slides onto BlackBoard, and I will not send you these slides if you miss a class.

There will be participation or response paper credit awarded almost every day of class. As such, if you miss a substantial portion of class lectures, you will miss out on these points, which together account for 30% of your grade. Additionally, five to six absences will result in my lowering your final grade by 5%, while seven to nine absences will lower your final grade by 10%. Finally, if you miss more than ten class periods, you will automatically fail the course.

**Tardiness** – Generally speaking, I find tardiness policies to unhelpful, as they discourage students from coming to class if they believe they will be late for some reason. As such, at the start of the semester, I will not have a tardiness policy – if you are late, enter discretely and do your best not to disturb any of your classmates. However, if chronic tardiness becomes an issue, be advised that I reserve the right to change my tardiness policy; if I have to do so, it will mean that any student who enters class late will not receive any participation points for that day. I am prepared to change this rule if even only one student has chronic tardiness problems, so encourage your classmates to be on time!

**Homework Reminder Policy** – It is not the job of the instructor to remind you when homework is due. While I will go over assignment requirements if need be, it is your responsibility to e-mail me if you have questions, or if you missed class. It is also your responsibility to check the syllabus often, in order to make sure that you know what reading or writing needs to be completed for the next class. Again, while I will typically remind you of this, it is not my responsibility to do so – as such, you should always check the syllabus.

**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** – All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

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. Also, I reserve the right to turn any student in for plagiarism on a draft or homework as well, although I will rarely do this.

Your work is to be your own, and it is to be prepared originally for this course and section. It is considered Academic Dishonesty to present any portion of work prepared by someone else and to claim it as your own. It is also unacceptable to submit work or portions of work you have written for another class or section. This includes work prepared for high school and college courses you have taken or in which you are currently enrolled and any previous sections of this course. This means that you are not allowed, under any circumstances, to reuse papers from prior classes in this course. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful either for you in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

**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.

**Resources**

**The English Writing Center –** The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Fall 2013, you may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 7:30 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and Noon to 4:30 p.m. Saturday and Sunday. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice questions, or editing concerns) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page www.facebook.com/WritingCenteratUTArlington. Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

In addition to one-on-one consultations, the Writing Center will offer FYC and grammar workshops periodically throughout the semester. For more information on these, please visit us 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:

*Research Librarians*: Second floor of Central Library

*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.

**Student Support Services –** UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Student Feedback Survey** – At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwells to the right or left (for upper floors), or the main exits on the ground floor. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**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: 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. Other helpful information may be found at links provided below:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

**Miscellany**

**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 Blackboard. 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.

Finally, any and all important, class-related concerns that students have must be addressed to the instructor in an e-mail. While you are of course free to speak with me about your concerns after, before, and outside of class, you must send me an e-mail containing the contents of our discussion or the nature of your concern as well. This ensures that I have a record of our conversation and your problems, questions, etc., and also helps ensure that I remember to deal with your issue. I will not be responsible for commitments made in any other form than e-mail, and as stated above, I do not monitor my e-mail 24 hours a day, so have reasonable expectations about when I can get back to you. For this reason, if your query is time-sensitive, I highly advise you to get in touch with me several days in advance.

**Conferences and Questions** – Your instructors have scheduled several office hours each week, listed on the first page of this syllabus. 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 during or immediately before or after class.

**Syllabus and Schedule Changes –** Instructors try to make their syllabi as complete as possible; however, during the course of the semester, I 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 major changes in writing.

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| *TSIS*: They Say/I Say | *IP*: Issue Proposal |
| *SFW*: The Scott, Foresman Writer | *AB*: Annotated Bibliography |
| *FYW*: First-Year Writing: Perspectives on Argument | *MI*: Mapping the Issue |
| *WE:* Writing Exercise | *RPP*: Researched Position Paper |
| *WP:* Writing Process |  |

**Course Schedule**: Assignments are due on the day they are listed. Students are responsible for reading and completing assignments without reminder.

WEEK ONE

FRIDAY, AUGUST 23rd – Course Introduction, Syllabus Activities

Read: N/A

Write: N/A

WEEK TWO

MONDAY, AUGUST 26th – Diagnostic Essay

Read: Anzaldúa, “How to Tame a Wild Tongue” [BlackBoard]

Write: N/A

Bring: A Blue Book

WEDNESDAY, AUGUST 28TH – (Re)Introduction to Argument; **Late Registration Deadline**

Read: *FYW* P17-P22

Review: *TSIS* Preface, Introduction, and Ch. 9

FRIDAY, AUGUST 30TH – Introduce Issue Proposal Assignment

Read: *FYW* Issue Proposal Prompt (P51-P54)

Write: WE#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 of *TSIS* to help organize your ideas.

WEEK THREE

MONDAY, SEPTEMBER 2ND – No Class (Labor Day Holiday)

WEDNESDAY, SEPTEMBER 4TH – Definition Arguments, Issue Development

Read: Norton Sampler, Chapter 10: Definition; “Se Habla Español,” Barrientos. [BlackBoard]

Write: WE #2 – Now that you’ve read two articles on the subject of Language and Identity, develop a list of ten keywords that relate to this topic. Use significant words or phrases from both articles that you have read. After you have done this, write one paragraph in which make an observation or argument using AT LEAST THREE of your keywords. The paragraph should be cohesive – that is, it should be all related to one main idea, not a list of keywords explained with no connection between them.

FRIDAY, SEPTEMBER 6TH – Conditions of Argumentation

Read: *FYW* 11-21

Write: WP#1 – Issue Proposal Prospectus

WEEK FOUR

MONDAY, SEPTEMBER 9TH – Organization and Structure of the IP; **Census Date**

Read: *FYW* IP Sample Essay; Sample IP on BlackBoard

WEDNESDAY, SEPTEMBER 11TH – IP Introduction Workshop

Write: WP#2 – Issue Proposal Introduction

FRIDAY, SEPTEMBER 13TH – Classification Argument, Reasons and Evidence

Read: Norton Sampler, Chapter 6: Example; “Women Talk Too Much,” Holmes.[BlackBoard]

Write: WE#3 – Use the template on BlackBoard to list FIVE reasons that Holmes provides to support his claim, FIVE corresponding pieces of evidence that Holmes uses to support those reasons, and a brief analysis of the effectiveness of each.

WEEK FIVE

MONDAY, SEPTEMBER 16TH – IP First Draft Workshop

Write: WP#3 – Issue Proposal First Draft

WEDNESDAY, SEPTEMBER 18TH – Individual Conference

Write: WP#4 – Issue Proposal Second Draft, with CHANGES from WP#3 highlighted

FRIDAY, SEPTEMBER 20TH – Issue Proposal Workshop Day

Bring: Issue Proposal Current Draft; you will have the opportunity to ask me whatever questions you still have about the assignment.

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| **FINAL DRAFT OF ISSUE PROPOSAL DUE BY 11:59PM ON SUNDAY 9/22** |

WEEK SIX

MONDAY, SEPTEMBER 23RD – Introduce Annotated Bibliography

Read: *FYW* Annotated Bibliography Prompt (P57-P58)

WEDNESDAY, SEPTEMBER 25TH – Warranting Claims and Reasons

Read: *FYW* 214-224, 228-229

FRIDAY, SEPTEMBER 27TH – Library Day – Learn how to use the library for research

Read: *SFW*, “Evaluating Sources” (227-232)

WEEK SEVEN

MONDAY, SEPTEMBER 30TH – More on Warrants, Comparison and Contrast Argument

Read: Norton Sampler, Chapter 9: Comparison and Contrast; “Gender in the Classroom,” Tannen [BlackBoard]

Write: WE #4: Write an annotated bibliography entry for this article. These two paragraphs should fulfill every aspect of the prompt on P57 in *FYW*, with the exception that, instead of discussing how it will work in your RPP, you should discuss the warrants of the argument.

WEDNESDAY, OCTOBER 2ND – Library research day; meeting place TBD

FRIDAY, OCTOBER 4TH – Annotated Bibliography Workshop

Bring: Current draft of Annotated Bibliography; ask any questions you have of me and your peers.

WEEK EIGHT

MONDAY, OCTOBER 7TH – Introduce Mapping the Issue

Read: *FYW* P59-P62

WEDNESDAY, OCTOBER 9TH – Evidence: Appeals and Trustworthiness

Read: *FYW* 176-186

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| **FINAL DRAFT OF ANNOTATED BIBLIOGRAPHY DUE BY 11:59PM ON WEDNESDAY 10/9** |

FRIDAY, OCTOBER 11TH – Cause and Effect Argument, Positions

Read: Norton Sampler, Chapter 11: Cause and Effect; “The Flight From Conversation,” Turkle; *SFW* Ch. 3

WEEK NINE

MONDAY, OCTOBER 14TH – More on Positions

Write: WE#5 – Map out the current positions on the issue of Language and Identity. What are some of the positions we have seen? This is essentially a short Mapping the Issue. I recommend spending two-three sentences per position: One to describe the position, and at least one to describe which source of the four we’ve read supports that position. You must have at least three positions.

WEDNESDAY, OCTOBER 16TH – Organization and Structure of the Mapping the Issue

Read: *FYW* Sample Mapping the Issue (P63-P65); Sample MI on BlackBoard

FRIDAY, OCTOBER 18TH – Logos, Ethos, and Pathos

Review: *FYW* Ch. 5

Write: WP#5 – Mapping the Issue Outline – Outline your Mapping the Issue paper by indicating which three positions you will engage with, and providing the following three things: a specific thesis, a concrete topic sentence for each paragraph, and at least one direct quote from a source per position.

WEEK TEN

MONDAY, OCTOBER 21ST – Mapping the Issue Peer Review

Write: WP#6 – Mapping the Issue First Draft. This draft should have all of the required elements of the Mapping the Issue paper, as outlined on *FYW* P62.

WEDNESDAY, OCTOBER 23RD – Mapping the Issue, Second Draft and Individual Conference

Write: WP#7 – Mapping the Issue Second Draft, with CHANGES from WP#6 highlighted.

FRIDAY, OCTOBER 25TH – Mapping the Issue Workshop Day

Bring: Current draft of Mapping the Issue paper.

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| **FINAL DRAFT OF MAPPING THE ISSUE DUE BY 11:59PM ON SUNDAY 10/27** |

WEEK ELEVEN

MONDAY, OCTOBER 28TH – Introduce Researched Position Paper

Read: *FYW* P66-P69

WEDNESDAY, OCTOBER 30TH – Research Papers: Claim Development and Organizing Your Ideas **(Last Day to Drop Class)**

Read: *FYW* 336-348

Write: WE#6 – *FYW* Ch. 13, Exercise F (Page 350): Use Burke’s Pentad to develop an expanded perspective on your issue.

FRIDAY, NOVEMBER 1ST – Classification Argument, Synthesizing and Quoting Sources

Read: Norton Sampler, Chapter 7: Classification; “Mother Tongue,” Tan

WEEK TWELVE

MONDAY, NOVEMBER 4TH – Research Papers: Audience

Read: *FYW* 326-336

Write: WP#8 – Researched Position Paper Prospectus

WEDNESDAY, NOVEMBER 6TH – More on Naysayers and Integrating Quotes

Read: *TSIS* Ch. 6; *TSIS* Ch. 3

Write: WE #7 – Write two paragraphs on the subject of your Researched Position Paper. In one paragraph, make an argument on the issue that you agree with, and integrate at least one quote to support your claim. In the other paragraph, do the same for a perspective on your issue that you *disagree* with. Write your paragraphs so that a potential reader would not be able to tell which perspective was yours, and which was not.

FRIDAY, NOVEMBER 8TH – Organization and Structure of the RPP; Thesis Statements in the RPP

Read: FYW P70-P73; Sample Essay on BlackBoard

Read: *SFW* Section 12C (94-97)

WEEK THIRTEEN

MONDAY, NOVEMBER 11TH – RPP Introduction Peer Review

Write: WP#9 – RPP Introduction

WEDNESDAY, NOVEMBER 13TH – Reading and Responding Critically

Read: SFW Chapter 17a (149-152); *Interconnections*: “A Writer’s Process: Critical Reading Strategies” and “Your Occasion for Writing” [BlackBoard]

FRIDAY, NOVEMBER 15TH – RPP First Draft Peer Review

Write: WP#10 – First Draft

WEEK FOURTEEN

MONDAY, NOVEMBER 18th – Individual Conferences

Write: WP#11 – RPP Second Draft

WEDNESDAY, NOVEMBER 20TH – Individual Conferences

FRIDAY, NOVEMBER 22ND – RPP Third Draft Workshop/Presentation Workshop

Read: Review the following resources, which give you tips and tricks for putting together an engaging and original presentation:

<http://lifehacker.com/how-can-i-make-my-powerpoint-presentations-amazing-507552122>

<http://designshack.net/articles/graphics/10-tips-for-designing-presentations-that-dont-suck-pt-1/>

<http://www.youtube.com/watch?v=IciChDu4mvo>

WEEK FIFTEEN

MONDAY, NOVEMBER 25TH – RPP Presentations

WEDNESDAY NOVEMBER 27TH – RPP Presentations

FRIDAY NOVEMBER 29TH – No Class; Thanksgiving Break

WEEK SIXTEEN

MONDAY, DECEMBER 2ND – RPP Presentations

WEDNESDAY, DECEMBER 4TH – Reading and Writing Across the Curriculum

\*We will use this day as a buffer in the event that RPP presentations spill over.

FRIDAY, DECEMBER 5TH – No Class

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| **FINAL DRAFT OF RESEARCHED POSITION PAPER DUE BY 11:59PM ON SUNDAY, 12/8** |

**ENGL 1301 Syllabus Contract**

I have read and understood the syllabus, and I agree to abide by the course policies, including the UTA Honor Code.

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Signature Date

**Permission to Use Student Writing**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course and Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

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Signature

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UTA ID Date