English 1302-064 Reading, Writing, and Critical Thinking

**Instructor: Rachael Mariboho** **Course Information**: Tues/Thurs 12:30-1:50; PH 306

**Office**: 402 Carlisle Hall **Office Hours:** T/TH 10:00-11:00, W 11:00-12:00

**Email**: mariboho@uta.edu **This is the best way to reach me**

**ENGL 1302 RHETORIC AND COMPOSITION II**: 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 (2012 UTA custom edition)

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

**Description of Major Assignments.**

**Short Responses/Reading Quizzes:** Each short 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.

**Issue Proposal (Thursday Feb. 11):** 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 (Tuesday Feb. 25):** 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 (Tuesday, March 25):** 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 (Thursday, April 24):** For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

**Class Participation:** You will be graded daily 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. Active participation during group work will count heavily towards this grade.

**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. Five points will be deducted from your paper for each missed peer review. 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 15%

Mapping the Issue 20%

Researched Position Paper 30%

Short Responses 15%

Class Participation 5%

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 ten-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 ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

**Paper Reuse Policy**: 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 for you either 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.

**Attendance Policy:** Improvement in writing is a complex process that requires a great deal of practice and feedback from your classmate-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.

I do understand that things come up during a semester. Therefore, you have **FOUR** (**4)** absences to do with as you like—use them wisely for the inevitable "stuff" that will mess up your semester: illness, traffic, death of a loved one, etc. After accruing four (4) unexcused absences in a T/Th class, students will be penalized **5%** *off their final grade for* ***each*** *additional absence*.

**Every three (3) tardies count as an absence**. Please be on time.

If you are absent, it is *your* responsibility to visit me during office hours or to contact another student for an explanation of what was covered. I will not supply what you miss by email. Please make an appointment to see me in person to discuss absenteeism and tardiness.

**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](http://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 tutoring for any writing you are assigned while a student at UT-Arlington. Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may register and schedule appointments online at uta.mywconline.com, by calling 817 272-2601, or by visiting the Writing Center. 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 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: 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](http://www.uta.edu/library" \t "_blank)

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu" \t "_blank)

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php" \t "_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php" \t "_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do" \t "_blank)

Library Catalog [http://discover.uta.edu/](http://discover.uta.edu/" \t "_blank)

E-Journals [http://liblink.uta.edu/UTAlink/az](http://liblink.uta.edu/UTAlink/az" \t "_blank)

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php" \t "_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus" \t "_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/" \t "_blank)

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://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>.

**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 end of the hall. 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.

**Electronic Communication Policy.** All students must have access to a computer with internet capabilities. **Students must check their 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. Again: ***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 three scheduled office hours each week. These times are reserved for students to stop by to discuss course assignments, grades, or other class-related concerns. Based on my availability, I will try 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. *For the sake of privacy, I do not discuss individual student issues in the classroom before, during or after class.*

|  |  |
| --- | --- |
| **Syllabus Abbreviations** | |
| *TSIS*: *They Say/I Say* | IP**:** Issue Proposal |
| *SFW*: *The Scott, Foresman Writer* | AB: Annotated Bibliography |
| *FYW*: First-Year Writing | MI: Mapping the Issue |
|  | RPP: Researched Position Paper  SR: Short Response |

**Course Schedule**

**NOTE:  Have the assigned texts read completely by the first day they are listed. Individual homework assignments and group work will be announced on a daily basis.  Syllabus is subject to change; all changes will be announced in class.**

|  |  |  |
| --- | --- | --- |
| Date | Today’s Reading | Assignments Due |
| Tuesday Jan. 14 | Introduction, course overview |  |
| Thursday Jan. 16 | **Read:** Review*FYW* “The Rhetorical Situation” pp. xx-xxiii, *TSIS* Preface, Introduction, and Ch. 9 |  |
| Tuesday Jan. 21 | Introduction to argument  Issues vs. Topics  **Read:** *FYW* Chapter 1 and *TSIS* Chapters 1 and 7 | **Due:** SR#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.  **Due:** Syllabus Contract Sheet |
| Thursday Jan. 23 | **Read:** ENGL 1302 assignments in *FYW* pp. xliii-lxiii.  Review *FYW* Chapter 1 pp. 14-21 and sample IP in *FYW* pp. xlvii-xlviii9 |  |
| Tuesday Jan. 28 | Discuss current issues  Begin Outlining IP | **Due:** SR#2: 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). |
| Thursday Jan. 30 | **IP Peer Review Session #1** | **Due:** First draft of IP |
| Tuesday Feb. 4 | **IP Peer Review Session #2**  **Read:** and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in *SFW* pp. xxiii-xxix. | **Due:** Second draft of IP |
| Thursday Feb. 6 | Reasons and evidence  **Read:** *FYW* Chapter 2 and *TSIS* Chapter 4 | **Due: IP Final Portfolio** |
| Tuesday Feb. 11 | Reasons and evidence  **Read:** *FYW* Chapter 4; *TSIS* Chapters 2, 3, 5; *SFW* pp. 233-248  Assign annotated bibliography (AB).  **S**ample AB |  |
| Thursday Feb. 13 | **Library Day: Research for AB**  **Read:** *SFW* pp. 224-232. | **Meet in library: Room B20** |
| Tuesday Feb. 18 | Warranting claims and reasons  **Read:** *FYW* Chapter 7 |  |
| Thursday Feb. 20 | In-class work on AB  **Due:** Peer review of ABs. | **Due:** First draft of AB |
| Tuesday Feb. 25 | Library: MLA Citation Workshop | **Meet in library: Room B20** |
| Thursday Feb. 27 | **Read:** *FYW* Chapter 3 and “Evaluating Proofs” handout  **Read:** MI assignment in *FYW* pp. xlix- lii  **Read:** Sample MI in *FYW* pp. liii-lv. | **Due:** AB Final Draft |
| Tuesday March 4 | Reporting evidence  **Read:** Review *FYW* Chapter 5 | **Due:** SR#3: Select an article from your AB and analyze its claims and support (see Invention #3 in assignment pg. xlix in *FYW*). |
| Thursday March 6 | Reporting evidence  **Read:** Sample MI in *FYW* pp. liii-lv. | **Due:** SR #4: Write a draft outline of your MI. Include the evidence you will use to support your discussion of the conversations you’re mapping. |
| Tuesday March 11 | **Spring Break** | **No Class** |
| Thursday March 13 | **Spring Break** | **No Class** |
| Tuesday March 18 | In-class work on MI  **Peer Review Session #1** | **Due:** First Draft of MI |
| Thursday March 20 | **Peer Review Session #2** | **Due:** Second Draft of MI |
| Tuesday March 25 | Assign Researched Position Paper  **Read:** RPP assignment in *FYW* pp.  lvi-lix. | **Due:** MI Portfolio |
| Thursday March 27 | Your reader’s role in your argument  **Read:** *FYW* Chapter 6, *TSIS* Chapter 6 | **Due:** SR#5: 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). |
| Tuesday April 1 | Outlining your argument  **Read:** *FYW* Chapter 10 | **Due:** SR#6: Outline of your RPP, including main claim, “so what,” reasons, and support. |
| Thursday April 3 | Rogerian Argument  **Read:** *FYW* Chapter 8 | **Due:** SR#7: Where do you have common ground with opponents in your RPP? Draft a paragraph of your RPP in which you highlight your common ground. |
| Tuesday April 8 | Research Process and Library Research  **Read:** *FYW* Chapters 11-13. | **Meet in Library: Room B20**  **Due:** SR#8: 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. |
| Thursday April 10 | In-class work on RPPs.  **Read:** Sample RPP pp. lx-lxii in *FYW*. |  |
| Tuesday April 15 | RPP Writing Workshop |  |
| Thursday April 17 | **Peer Review #1** | **Due: First Draft of RPP** |
| Tuesday April 22 | **Writing Conferences** |  |
| Thursday April 24 | **Peer Review #2** | **Due:** Second draft of RPP |
| Tuesday April 29 | **RPP Presentations** |  |
| Thursday May 1 | **RPP Presentations** | **Due: RPP Final Portfolio** |

**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

**Permission to Use Student Writing**

Student’s Name

Class Number and Section

Instructor Name

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.

Student’s signature

UTA ID Date