

English 1302: Rhetoric and Composition II
Spring 2014

Instructor: Paul Lee

Course Information:

Section 011: MWF 9:00-9:50 PH 100

Section 019: MWF 10:00-10:50 PH 306

Section 025: MWF 11:00-11:50 SWCA 115

Section 057: MWF 1:00-1:50 PH 200

Section 058: MWF 2:00-2:50 PH 100

Office/Hours: MWF 8:00-9:00 AM

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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 3rd edition – **STUDENTS MUST HAVE THIS EDITION**)

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

Description of Major Assignments.

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

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.

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. **Please note: I do not offer extra credit in this course, particularly if students are falling behind on the regularly assigned work.**

Students are expected to keep track of their performance throughout the semester (you can do this by referring to your grades in Blackboard and/or discussing your grades with me) and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

I grade on a "point system," so you should be able to keep close track of your grades. That means that, instead of averaging your grades, you can simply add up the points for the assignments that you've already received (for instance, the In-Class Essay Exam is 15% or 150 points) to get an idea of where your grade stands. To understand what you need to get the grade you desire, just determine how many more points you need to get that grade.

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.

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. For undergraduate courses, see http://web.uta.edu/catalog/content/general/academic_regulations.aspx#10

Late Assignments. Papers are due at the beginning of class on the due date specified. Major papers (like the Researched Position paper, for example) are due on Blackboard by 11:59pm of the date specified. Reading responses and quizzes **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, including the major papers, is not accepted after three late days. If you must be absent, your work is still due on the assigned date (this should not be a problem with major papers, however, because they can be turned in online).

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% 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. **Please note: Because of absenteeism issues in the previous semester, I will be checking the roll every class period, and I will be strictly enforcing the rule above.**

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.

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 tutoring for any writing you are assigned while a student at UT-Arlington. During Fall 2012, 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. Sunday. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center. If you need assistance with registration, please call 817-272-2601. 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>.

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 three 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, unless I specify otherwise.

Syllabus Abbreviations	
<i>TSIS: They Say/I Say</i>	IP: Issue Proposal
<i>SFW: The Scott, Foresman Writer</i>	AB: Annotated Bibliography
<i>FYW: First-Year Writing: Perspectives on Argument</i>	MI: Mapping the Issue
	RPP: Researched Position Paper

Week	Date	Assignments
1	1/13	Course introduction. Policies and procedures.
1	1/15	Rhetorical situation Read: <i>FYW</i> P48-P49-P22 (FYE policies, outcomes, etc) and “The Rhetorical Situation” (P17-P22) Diagnostic Essay
1	1/17	Rhetorical situation, cont. Read: Review <i>FYW</i> “The Rhetorical Situation” Last day for late registration
2	1/20	NO CLASS: MLK HOLIDAY
2	1/22	Entering academic conversations Read: <i>TSIS</i> 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.
2	1/24	TBD
3	1/27	Introduction to argument Read: <i>FYW</i> Chapter 1 and <i>TSIS</i> Chapters 1 and 7
3	1/29	Discuss ENGL 1302 assignment sequence Read: ENGL 1302 assignments in <i>FYW</i> P49-P73. Pay careful attention to the Issue Proposal (IP) as it will be assigned today. 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.
3	1/31	Discuss current issues Read: Review <i>FYW</i> Chapter 1 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 (<i>FYW</i> P51-P56).
4	2/3	Review and discuss sample IP. Discuss peer review. Read: Sample IP in <i>FYW</i> and “Understanding Your Instructor’s Comments” and

		"FYE Evaluation Rubric" in <i>SFW</i> pp. xxiii-xxix.
4	2/5	Finding and Stating Claims. Assign peer review groups. Read: <i>FYW</i> Chapter 4 and <i>TSIS</i> Chapter 4
4	2/7	In-class work on IPs. Due: Rough Draft of IP
5	2/10	Reasons and evidence Read: <i>FYW</i> Chapter 6. Due: RR#4: <i>FYW</i> pp. 171-172 Tasks 1 and 2
5	2/12	Reasons and evidence, cont. Read: <i>TSIS</i> Chapters 2, 3, 5; <i>SFW</i> pp. 233-248
5	2/14	Discuss strengths and weaknesses of IP and trajectory of research project. Assign annotated bibliography (AB). Discuss AB assignment; Read: AB assignment in on P57 Due: Issue Proposal
6	2/17	Library Day: Research for Annotated Bibliography Meet in library room 315A. Due: Possible search terms for your library research.
6	2/19	Read: <i>SFW</i> pp. 224-232.
6	2/21	Warranting claims and reasons Read: <i>FYW</i> Chapter 9.
7	2/24	Warranting claims and reasons. Assign peer review groups. Read: Review <i>FYW</i> Chapter 9.
7	2/26	In-class work on AB Due: Peer review of ABs.
7	2/28	Mapping the Issue (MI) Read: MI assignment in <i>FYW</i> P59-P65 Due: Questions about MI assignment
8	3/3	Ethos, pathos, and logos Read: <i>FYW</i> Chapter 5 and "Evaluating Proofs" handout Due: ABs
8	3/5	Reporting evidence Read: <i>FYW</i> Chapter 5 Due: RR# 5: Select an article from your AB and analyze its claims and support
8	3/7	Reporting evidence, cont. Read: Review <i>FYW</i> Chapter 7 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.
9	3/11	SPRING BREAK
9	3/13	SPRING BREAK
9	3/15	SPRING BREAK
10	3/17	In-class work on MI. Read: Sample MI in <i>FYW</i> pp. P59-P65.
10	3/19	In-class work on MI Due: Second draft of MI
10	3/21	TBD
11	3/24	Assign Researched Position Paper Read: RPP assignment in <i>FYW</i> pp. P66-P73. Due: Questions about RPP assignment
11	3/26	Discuss strengths and weaknesses of MI. Due: MI Portfolios

11	3/28	<p>Your reader's role in your argument Read: FYW Chapter 8, 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. Last day to drop</p>
12	3/31	<p>Outlining your argument Read: FYW Chapter 13 Due: Outline of your RPP, including main claim, "so what," reasons, and support.</p>
12	4/2	<p>Making your case 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</p>
12	4/4	LIBRARY DAY. Go to room 315A of the Library
13	4/7	<p>Rogierian Argument Read: FYW Chapter 11 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.</p>
13	4/9	<p>Research Process Read: FYW Chapter 14. Due: Questions about your research process.</p>
13	4/11	TBD
14	4/14	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.
14	4/16	<p>In-class work on RPPs. Read: Sample RPP pp. P66-P73 in FYW. Due: Questions about RPP project.</p>
14	4/18	<p>In-class work on RPPs. Assign peer review groups. Due: First draft of RPP.</p>
15	4/21	<p>In-class work on RPPs. Due: Second draft of RPPs</p>
15	4/23	<p>In-class work on RPPs. Due: Peer review of RPPs</p>
15	4/25	<p>In-class work on RPPs. Due: Third draft of RPPs</p>
16	4/28	<p>Discuss strengths and weaknesses of RPPs. Due: RPP Portfolios.</p>
16	4/30	Class evaluations. RPP presentations
16	5/2	<p>RPP presentations, cont. Last day of classes</p>

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