**English 1302: Rhetoric and Composition II**

Instructor: Michael Brittain

Course Information: Sec. 021 MWF 11am (SWCA 219)

Sec. 029 MWF 1pm (PH 302)

Sec. 031 MWF 2pm (PH 202)

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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: You *MUST* have these editions for this class!!!**

Graff and Birkenstein, *They Say/I Say* 2nd edition

*First-Year Writing: Perspectives on Argument* (2011 UTA custom edition)

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

**Description of Major Assignments.**

**Reading Responses:** Each reading response should be two double-spaced pages and should address the prompts provided.

**Reading Quizzes:** Reading Quizzes will cover the assigned chapters in *First-Year Writing: Perspectives on Argument*.

**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 15%

Responses/Quizzes 20%

Mapping the Issue 20%

Researched Position Paper 30%

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. If you are going to be absent that day please email your paper as an attached file BEFORE class time. Technology failing is not a valid excuse for late papers. 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 (you will receive a zero for the assignment).

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

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

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

**Classroom behavior.** Class sessions are short and require your full attention. All cell phones, 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.*

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

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

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

**Writing Center.** The Writing Center, Room 411 in the Central Library, offers guidance to UT-Arlington students on writing assignments. During Spring 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. Appointments are for 45 minutes. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer comments and their draft to the appointment. You may register and schedule appointments and find many other valuable resources and information online at [http://www.uta.edu/owl](https://owa.uta.edu/owa/brittain@exchange.uta.edu/redir.aspx?C=aef8673786ed4bf196345fcab9721a05&URL=http%3a%2f%2fwww.uta.edu%2fowl).  
  
Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft, to polishing a final document. However, the Writing Center is not a document editing service; consultants will not identify or correct every grammar or spelling error, nor will they rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation and editing errors.

In addition to one-on-one consultations, the Writing Center will offer undergraduate writing 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: 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/)

**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).

**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 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 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.

**1302 Fall 2013 Course Schedule.** Assignments are due on the day they are listed.

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| **Syllabus Abbreviations** | |
| *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 |
|  | RPP: Researched Position Paper |

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| --- | --- | --- |
| **Week** | **Date** | **Assignments** |
| **1** | 1/13 | Course introduction. Policies and procedures. |
| **1** | 1/15 | *Rhetorical situation*  **Due**: Signed Syllabus Contract |
| **1** | 1/17 | Rhetorical situation, cont.  **Read:** *FYW* pp. P12-P16 and“The Rhetorical Situation” pp. P17-P20.  **Last day for late registration** |
| **2** | 1/20 | MLK Holiday; No Class |
| **2** | 1/22 | *Entering academic conversations*  **Read:** *TSIS* Preface, Introduction, and Ch. 9  **Due:** **RR#1** (2 pages or around 500-600 words): 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 | Introduction to argument; **QUIZ 1**  **Read:** *FYW* Chapter 1 (pages 1-5, 11-23, 26-28, 36) and *TSIS* Chapters 1 and 7 |
| **3** | 1/27 | Discuss ENGL 1302 assignment sequence  **Read:** ENGL 1302 assignments in *FYW* pp. P48-P69. Pay careful attention to the Issue Proposal (IP).  **Due:** **RR#2**: Name another current issue that interests you. Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue? Also, bring questions about assignment sequence in general and IP specifically. |
| **3** | 1/29 | Discuss current issues  **Read:** Review *FYW* Chapter 1 pp. 18-28.  **Due:** **RR#3:** Select three possible issues to research this semester. Draft responses to invention questions 1-4 in the Issue Proposal assignment for each issue (*FYW* P51-P52).  **Census Date: Last day to withdraw without a W** |
| **3** | 1/31 | Review and discuss sample IP. Discuss peer review.  **Read:** Sample IP in *FYW* pp. P55-P56 and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in *SFW* pp. xxiii-xxix.  **Due:** **First draft of IP.** |
| **4** | 2/3 | Finding and Stating Claims. Assign peer review groups. **QUIZ 2**  **Read:** *FYW* Chapter 4 and *TSIS* Chapter 4 |
| **4** | 2/5 | In-class work on IPs.  **Due:** Peer review feedback of IPs. |
| **4** | 2/7 | Reasons and Evidence Part I. **QUIZ 3**  **Read:** *FYW* Chapter 6.  **Due:** **RR#4**: *FYW* pp. 171-172 Tasks 1 and 2 |
| **5** | 2/10 | Assign annotated bibliography (AB).  **Due: Issue Proposal.** |
| **5** | 2/12 | Library Day: Research for Annotated Bibliography  Meet in library room B20.  **Read:** *SFW* pp. 224-232.  **Due:** Possible search terms for your library research. |
| **5** | 2/14 | Reasons and Evidence Part II. **QUIZ 4**.  **Read:** *TSIS* Chapters 2, 3, 5; *SFW* pp. 233-248 |
| **6** | 2/17 | Warranting claims and reasons  **Read:** Warren, “Taming the Warrant” (on Blackboard); *FYW* Chapter 9 (skim this chapter). |
| **6** | 2/19 | Warranting claims and reasons. **QUIZ 5.**  **Read:** Review *FYW* Chapter 9. |
| **6** | 2/21 | Review and discuss sample AB.  **Read:** Sample AB *FYW* pp. P57-P58.  **Due:** First draft of AB (At least 5 out of the 10 required entries) |
| **7** | 2/24 | In-class work on AB  **Due:** Bring your Annotated Bibliography to class to work on |
| **7** | 2/26 | Mapping the Issue (MI)  **Read:** MI assignment in *FYW* pp. P59-P62.  **Due: Annotated Bibliography**. Questions about MI assignment. |
| **7** | 2/28 | Ethos, pathos, and logos. **QUIZ 6**  **Read:** *FYW* Chapter 5 and “Evaluating Proofs” handout  **Due:** **RR#5**: Select an article from your AB and analyze its claims and support (see Invention #3 in assignment pg. P59 in *FYW*). |
| **8** | 3/3 | Reporting evidence  **Read:** *FYW* Chapter 7; Sample MI in *FYW* pp. P63-P65.  **Due:** **RR#6**: Identify 3 things from *FYW* Chapter 7 and explain how you plan to apply or use them in your Mapping the Issue Paper and/or Researched Position Paper. |
| **8** | 3/5 | Reporting evidence. **QUIZ 7**  **Read:** Review *FYW* Chapter 7  **Due:** **RR# 7**: Write a draft outline of your MI. Include the evidence you will use to support your discussion of the conversations you’re mapping. |
| **8** | 3/7 | Out-of-Class Work on Mapping the Issue. No Class. |
| **9** | 3/10 | Spring Break |
| **9** | 3/12 | Spring Break |
| **9** | 3/14 | Spring Break |
| **10** | 3/17 | In-class work on MI: Peer Reviews  **Due:** **First draft of MI.** |
| **10** | 3/19 | Conferences  **Due:** Working/Revised draft of MI brought to class |
| **10** | 3/21 | Conferences  **Due:** Working/Revised draft of MI brought to class |
| **11** | 3/24 | Assign Researched Position Paper  **Read:** RPP assignment in *FYW* pp. P66-P69.  **Due: Mapping the Issue Paper.** |
| **11** | 3/26 | Your reader’s role in your argument. **QUIZ 8**  **Read:** *FYW* Chapter 8, *TSIS* Chapter 6  **Due:** **RR#8**: (1 page, around 250 words) 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 pp. 200-201 for invention questions). |
| **11** | 3/28 | Rogerian Argument. **QUIZ 9.**  **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. |
| **12** | 3/31 | Outlining your argument  **Read:** *FYW* Chapter 3 (you can skim this chapter)  **Due: RR#9**: Outline of your RPP, including main claim, “so what,” reasons, and support. |
| **12** | 4/2 | Making your case  **Read:** *TSIS* Chapter 10  **Due: RR#10**: Draft a paragraph of your RPP in which you include a reason, support your reason with evidence, and include “metacommentary” to clarify or elaborate. |
| **12** | 4/4 | In-class work on RPPs.  **Read:** Sample RPP pp. P70-P73 in *FYW*. |
| **13** | 4/7 | Research Process; Assign peer review groups.  **Read:** *FYW* Chapters 14.  **Due:** Questions about your research process. |
| **13** | 4/9 | In-class work on RPPs. Peer Review #1.  **Due: First Draft of RPP** |
| **13** | 4/11 | Conferences  **Due:** Working Draft of RPPs. |
| **14** | 4/14 | Conferences  **Due:** Working Draft of RPPs. |
| **14** | 4/16 | Library Day: Research and Writing Workshop  Meet in library room B20. |
| **14** | 4/18 | In-class work on RPPs. Peer Review #2.  **Due: Second draft of RPP.** |
| **15** | 4/21 | Conferences  **Due:** Working Draft of RPPs. |
| **15** | 4/23 | Conferences  **Due:** Working draft of RPPs. |
| **15** | 4/25 | In-class work on RPPs. Peer Review #3.  **Due:** Peer Review #3 of RPPs. Sign up for presentations. |
| **16** | 4/28 | RPP presentations. |
| **16** | 4/30 | RPP presentations, cont. |
| **16** | 5/2 | RPP presentations, cont. **Last day of classes.**  **Due: Researched Position Paper.** |

**ENGL 1302 Syllabus Contract**

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

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Print Name Date

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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