**ENGL 1302-032  
Rhetoric and Composition II**

T/R, 8 – 9:20am, PH 202

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| --- | --- |
| **Instructor:** | Catherine Corder, Ph.D. |
| **Office Number:** | Carlisle 523 |
| **Email Address:** | ccorder@uta.edu |
| **Office Hours:** | Tuesday, 1 – 3pm, Wednesday 1-3PM,  and by appointment |

**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)
* Supplemental readings will be provided to you via Blackboard.

**Assignments:**

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

|  |  |
| --- | --- |
| **Assignment** | **Points** |
|  |  |
| Issue Proposal | 100 |
| Annotated Bibliography | 100 |
| Mapping the Issue | 200 |
| Researched Position Paper (250) and Presentation (50) | 300 |
| Drafts, 10 points each  Reading Responses, 10 points each (drop lowest RR grade) | 60  80 |
| Participation and Peer Reviews | 160 |
| **Total** | **1000 points** |

**Final grades will be calculated as follows: A=900-1000 points, B=800-890, C=700-790, F=690-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. It is *your* job to keep track of submissions on Blackboard. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

**Grades:** Final 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.

**Description of the Assignments:**

**Reading Responses/Reading Quizzes:** More specific reading response prompts will also be provided in the syllabus/on Blackboard. Reading quizzes will be assigned 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.

**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. Additionally this includes submitting in-class writing and evaluating your own participation during in the semester.

**Peer Reviews:** Each essay will include mandatory peer review workshops. **It is** **very important that you participate in peer review, as you will not be able to make up these points.**

**Late Enrollment Policy:** Though I realize that sometimes 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.

**Late Assignments:** Papers are due on Blackboard at the beginning of class on the due-date specified. (Reading responses and in-class writing will not be accepted late.) Assignments turned in after the class has begun will receive a 10-percent deduction. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days (up to 40 percent deducted). 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. Because our sections focus on issues related to your major or career field, old 1302 papers will be of no use to you. 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 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 *in advance* of an excused absence. **After four unexcused absences in T/Th class, students will be penalized 50 points off their final grade for each additional absence**. I take attendance at the beginning of class and expect you to be inside the classroom and ready. I will not supply what you miss by email or phone. Please stop by my office hours or make an appointment to see and 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**. 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. Students may occasionally use their smart phones or laptops for in-class writing or research but *not* for other activities.   
**I retain the right to ask you to turn off your phone or laptop if you are misusing them, or even to ask you to leave the class for the day.**

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](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. 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](http://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: 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 to the left and down one flight of stairs, then exit to the right. 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:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. All students are assigned a MavMail account. Students are responsible for checking their MavMail **daily**. Information about activating and using MavMail is available at http://www.uta.edu/oit/email/.

I respond to all e-mails promptly during the week. I expect you to read the syllabus and network with other students to find out what we discussed during days you missed. I encourage you to take advantage of the office hours if you have any questions or concerns about matters for the course.

I expect your email correspondence with me to be in business email format. This should include a salutation, clear explanation, and closing (examples available at http://www.buzzle.com/articles/business-email-format.html). I cannot respond to your emails sent from an email address other than @mavs.uta.edu.

**Conferences and Questions:** I have four regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days.

If you receive a grade on an assignment 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 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 on Blackboard.

**ENGL 1302-032 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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

**Permission to Use Student Writing**

Student’s Name

Class Number and Section

Instructor Name: Catherine Corder

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 \_\_\_\_\_\_**Course Schedule**

All readings and assignments are due at the BEGINNINGof class on the date 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 |

| **Date** | **Class Topic** | **Readings** | **Assignments Due** |
| --- | --- | --- | --- |
| **Week 1** |  |  |  |
| 1/14 | \*Course introduction: Policies and procedures  \*Syllabus quiz  **\*Diagnostic Essay (in-class)** |  |  |
| 1/16 | \*Rhetorical situation  \*Discuss RRs and possible issues  \*Entering academic conversations  \*Brainstorm ideas/topics for the semester | *FYW* pp. P12-P16 and“The Rhetorical Situation” pp. P17-P20.  *TSIS* Preface and Introduction | **\*Signed syllabus contract turned in.** |
| **Week 2** |  |  |  |
| 1/21 | \*Introduction to argument  \*Discuss current issues relating to majors and careers  \*Practice Templates | *FYW* Chapter 1 (pages 1-5, 11-23, 26-28, 36) and  *TSIS* Chapters 1 and 7. | **RR#1** (2 pages or around 500-600 words): Choose a current issue that interests you. This issue should relate to your major or your intended career field. Write a brief (1/2 page) summary of the issue. What do “they” say about the issue? What do you say? (Use the templates in the Introduction to *TSIS* to help organize your ideas.) Please use 12 point, Times New Roman font. |
| 1/23 | \*Discuss ENGL 1302 assignment sequence  \*Freewriting on the IP | ENGL 1302 assignments in *FYW* pp. P48-P69. Pay careful attention to the Issue Proposal (IP).  Read *FYW* 12 Tests of an Arguable Issue, page 36. | **RR#2**: Name a different current issue that interests you relating to your major or your intended career field. 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 to class questions about assignment sequence in general and IP specifically. |
| **Week 3** |  |  |  |
| 1/28 | \*Finding and Stating Claims  \*In-class work on IP (bring laptops)  **\*Last day to change your topic for the semester** | *FYW* Chapter 4 | **RR#3**: Select two possible issues (in your major or career) to research this semester. Draft responses to invention questions 1-4 in the Issue Proposal assignment for each issue (*FYW* P51-P52). |
| 1/30 | \*Discuss Research on Peer Reviews  \*Peer Review in class |  | **First draft of IP** on BB and printed copy or laptop for peer review. |
| **Week 4** |  |  |  |
| 2/4 | \*Everyday Language  \*Structure, Conclusions and the IP  \*Conference sign-up | *TSIS* Chapters 4 and 9  *FYW* Chapter 1 pp. 18-28. |  |
| 2/6 | \*Discuss “Ideas for Revising”  \*Review and discuss sample IP  \*Language in Proposals | Sample IP in FYW pp. P55-P56.  “Ideas for Revising” (under Readings on Blackboard) |  |
| **Week 5** |  |  |  |
| 2/11 | \*Personal conferences with instructor on IP | “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in SFW pp. xxiii-xxix. | **Second draft** of the IP due on BB before your conference time so we can discuss it together. |
| 2/13 | \*Personal conferences with instructor on IP |  |  |
| **Week 6** |  |  |  |
| 2/18 | \*Discuss strengths and weaknesses of IP and trajectory of research project. \*Discuss annotated bibliography (AB).  \*Work on list of search terms/RR#4  \*Review and discuss sample AB. | AB Assignment, FYW pp. P57-P58. | **Issue Proposal final due.**  Due at the end of class: **RR #4**: A list of possible search terms for your library research which relate to your issue. |
| 2/20 | \*Discuss sample AB  \*Patchwriting and Summarizing  \*In-class work on AB (bring laptop) | Sample AB, *FYW* pp. P57-P58.  Patchwriting from Purdue OWL: <https://owl.english.purdue.edu/owl/resource/929/15/> |  |
| **Week 7** |  |  |  |
| 2/25 | \*Finding Sources Workshop at the Library.  Meet in library room B20. | *SFW* pp. 224-248, 270-275 |  |
| 2/27 | \*Peer Review of AB  \*Look at more sample ABs  \*In-class work on AB (bring laptops) |  | **First draft of AB** (At least 5 out of the 10 required entries) |
| **Week 8** |  |  |  |
| 3/4 | \*Mapping the Issue (MI) | \*MI assignment in *FYW* pp. P59-P62 | **Annotated Bibliography final.** |
| 3/6 | \*Ethos, pathos, and logos | *FYW* Chapter 5 and “Evaluating Proofs” handout | **RR#5**: Select an article from your AB and analyze its claims and support (see Invention #3 in assignment pg. P59 in *FYW*). |
| **Week 9** |  |  |  |
| **3/11-13** | **Spring Break** |  |  |
| **Week10** |  |  |  |
| 3/18 | \*Reporting evidence  \*Quoting and Summarizing  \*Assign partners for peer review of MI. | *FYW* Chapter 7  *TSIS* Chapters 2, 3, 5 | **First draft of MI**; bring printed copy of your paper for peer review. |
| 3/20 | \*Assign Researched Position Paper  \*Discuss Sample MI  \*Questions about RPP and MI | Sample MI in *FYW* pp. P63-P65.  RPP assignment in FYW pp. P66-P69. | Peer Review of MIs due via email to your partner/CC me.  Working draft of MI brought to class. |
| **Week 11** |  |  |  |
| 3/25 | \*Your reader’s role in your RPP argument | FYW Chapter 8, TSIS Chapter 6 | **RR#6**: (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). What types of logos/ethos/pathos appeals will be effective for them? |
| 3/27 | \*Outlining your argument  \*Reasons and evidence | *FYW* Chapter 6. | **Mapping the Issue Paper final.** |
| **Week 12** |  |  |  |
| 4/1 | \*Discuss RPP Presentation Instructions |  | **RR#7**: Outline of your RPP, including main claim, “so what,” reasons, and support. |
| 4/3 | \*Structure and Transitions  \*Metacommentary: Telling the Reader Where You’re Going | *TSIS* Chapter 10  “Lessons of My Father: The Double-Edged Symbols of Cowboy Authenticity” (under Readings on Blackboard) | **RR#8**: Draft a paragraph of your RPP in which you include a reason, support your reason with evidence, and include “metacommentary” to clarify or elaborate. |
| **Week 13** |  |  |  |
| 4/8 | \*Rogerian Argument  \*Rhetorical Chairs Activity | *FYW* Chapter 11 | **RR# 9**: Where do you have common ground with opponents in your RPP? Draft a paragraph of your RPP in which you highlight your common ground. |
| 4/10 | \*Discuss sample RPP  \*In-class work on RPPs  \*Assign Peer Review Partners | Sample RPP pp. P70-P73 in *FYW*. | **Printed first draft of RPP** for your Peer Reviewer. |
| **Week 14** |  |  |  |
| 4/15 | \*In-class work on RPPs  \*Short discussions with peer review group |  | **Peer Review of RPPs** due via email to your partner/CC me.  Working Draft of RPPs. |
| 4/17 | \*Personal conferences with instructor on RPP |  | **Second draft of the RPP** due on BB before your conference time so we can discuss it together. |
| **Week 15** |  |  |  |
| 4/22 | \*Personal conferences with instructor on RPP |  |  |
| 4/24 | \*In-class work on RPPs; annotating your RPP  \*Practice Presentations |  | Working Draft of RPPs. |
| **Week 16** |  |  |  |
| 4/29 | \*RPP presentations |  |  |
| 5/1 | \*RPP presentations, continued  **Last day of classes** |  | **Due: Researched Position Paper** |