

English 1302: Rhetoric and Composition II

Fall 2014

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Course: ENGL 1302.25, TR 12:30-1:50 pm, PH 207
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ENGL 1302 RHETORIC AND COMPOSITION II: This course satisfies the University of Texas at Arlington core curriculum requirement in communication. 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. This course focuses on critical engagement with ethical and social issues and the development of academic arguments that communicate a specific point of view.
Prerequisite: Grade of C or better in ENGL 1301.

Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills:** To include effective development and expression of ideas through written, oral, and visual communication.
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making.

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, <i>They Say/I Say</i> , 3 rd edition	ISBN: 0393935841
<i>First Year Writing: Perspectives on Argument</i> , 3 rd edition	ISBN: 1256744506
Ruszkiewicz, et al, <i>The Scott Foresman Writer</i>	ISBN: 1256291935
Pearson Writer (APP and Computer Access)—ValuePack Access Card	ISBN: 032197235X

Description of Major Assignments

- **Issue Proposal** (Due Sept. 23): This semester you will 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** (Due Oct. 14): For this assignment, you will create a list of at least 10 relevant and appropriately chosen 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** (Due Oct. 28): 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** (Due Dec. 2): For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.
- **Final Presentation** (Due Nov. 20-Dec. 2): Students will complete a visual presentation on the work they have done for the Researched Position Paper.
- **Analytical Writings/Quizzes/Daily Work:**
 - **Quizzes** maybe assigned if students do not come to class prepared and/or to assess reading comprehension/critical thinking.
 - **Daily work** encompasses all homework, in-class writing activities, etc.

- **Class Participation:** Students are given (100) participation points at the beginning of the semester and may lose up to (5) points daily if they fail to participate in class. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions.
- **Peer Reviews.** Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members' participation. It is **very important that you participate in peer review, as you will not be able to make up these points.**

Grades

Final grades in ENGL 1302 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 participate actively in class, and/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	20%
Researched Position Paper	30%
Final Presentation	5%
Analytical Writing/Quizzes/Daily Work	15%
Participation	5%

Final grades will be calculated as follows: A=90-100%, B=80-89.99%, C=70-79.99%, F=69.99%-and below; Z=see the Z grade policy above.

All major essay projects (IP, AB, MI, and RPP) must be completed to pass the course. If you fail to complete an essay project, you will fail the course, regardless of your average. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Choosing a Topic

The assignments in English 1302 are set up to build upon one another throughout the course of the semester. Because of this, you will need to pick a topic for the Issue Proposal and then you will stay with that topic for the entire semester. You may not change your topic without permission from me. If you feel at some point after choosing a topic that you want to change topics, then you will need to make an appointment to see me so that we can discuss what this will require; however, if this happens you will be required to rewrite every assignment you have submitted to reflect the new topic. The new assignments would be graded and that grade would replace the grade you made on your first assignments, regardless of whether that grade is higher or lower. Some potential topics are banned because students often struggle to present original arguments within those topics and often resort to second-hand arguments as opposed to well-researched, well-supported RPPs. These topics include the following: abortion, gun control, global warming, standardized testing,

Turning in Assignments to Blackboard

All major assignments (IP, AB, MI, and RPP) in this course will be submitted to Blackboard. I will not accept any assignments via e-mail. All assignments submitted to Blackboard must be saved as a .pdf, .doc, or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

Expectations for Out-of-Class Study

For every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc.

Grade Grievances

First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For undergraduate courses, see http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10.

Late Enrollment Policy

Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up 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

All assignments are due at the beginning of class on the due date specified. The only assignments accepted late will be the final drafts of the four major assignments in this course (IP, AB, MI, and RPP). Analytical Writings/Homework **will not** be accepted late. The four major 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

Under no circumstances may students reuse papers from prior classes in this course or any other course that they have taken at any institution. 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.

Participation Policy

Improvement in writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. 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 will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person. Students are given (100) participation points at the beginning of the semester and may lose up to (5) points daily if they fail to participate in class. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions.

Attendance

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section for the Fall 2014 term, I will take attendance during each class to help me track the participation grade and to help me familiarize myself with students. Otherwise, your attendance will not otherwise affect your grade. However, I strongly encourage all students to attend regularly and punctually so they can remain fully aware of the progress of the course and take advantage of class discussion and lectures.

Classroom Behavior

Class sessions are short and require your full attention. When entering the classroom, turn off all cell phones, laptops, and other electronic devices. Remove all earpieces while in class. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1302 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students should participate respectfully in class, should listen to other class members, and should comment appropriately. I also expect consideration and courtesy from students. Address your instructors appropriately, and communicate 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 be referred to the Office of Student Conduct.

Classroom Visitors

Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

Academic Integrity

All students enrolled in this course must 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 the university will not tolerate academic dishonesty 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 indicate correctly where you are making use of the work of another or by colluding with another to prepare assignments. You are responsible 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. Remember your First Year Writing courses and consult a writing handbook for more information on quoting, paraphrasing, summarizing, and citing properly to avoid plagiarism. If you still do not understand, **ask your instructor**. I will refer all students caught plagiarizing or cheating 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 because 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. You can find information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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 withdraw officially if they do not plan to attend after registering. 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 English Writing Center is located in Room 411 Central Library. Hours are 9 am to 8:15 pm Mondays-Thursdays, 9 am to 3 pm Fridays, and Noon to 5:15 pm Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students last 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service: consultants will not correct grammar or rewrite assignments during our long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

Quick Hits: A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at www.facebook.com/WritingCenteratUTARlington. QH Consultants will not make corrections, but will point clients to the answers.

Workshops: The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at 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. You can find other helpful information at the following sites:

Library Home Page <http://www.uta.edu/library>
Ask A Librarian <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, 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>.

Restroom Breaks

- Students may leave the class and return without asking permission for restroom breaks.
- Be polite and quiet.

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. (1) Exit the room, and (2) head left to the stairs, and (3) go down to the first floor, and (4) go left towards the exit. 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 arrange 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. 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.

However, please note the following requirements and guidelines regarding email communications for this course:

- Include ENGL 1302.025 and a detailed topic in the subject line of all emails; I will not open emails that do not include a correct subject line (for example: *ENGL 1302.025: Question About Presentation*).
- Sign your first and last name at the bottom of each email, so I know who you are.
- I check email daily, except on the weekends. I try to respond to emails within 24 hours. I will not check email after 7 PM.
- If you email me after noon on Friday or over the weekend, you will likely not hear back from me until Monday.

Conferences and Questions

The office hours indicated on the syllabus are 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, but please note I am only on campus on Tuesdays and Thursdays.

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.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

Tentative Schedule

NB: I will assign secondary, sample rhetorical articles and readings that will be available via Blackboard. I will announce these readings and their due dates for class as the term progresses. These readings are intended to be brief samples of different arguments for our analysis and critique.

Week	Date	Class Topic and Daily Readings	Assignments Due
1	08/21	Course introduction. Policies and procedures. Diagnostic Essay (in-class)	Signed Syllabus Contract
2	08/26	The Rhetorical Situation and Entering Academic Conversations Read: FYW: pp. P17-P20 , P49-P50, and Ch. 2 (39-42, 48-50, bottom of 51-55) and TSIS: Preface and Introduction	Syllabus Scavenger Hunt
2	08/28	Introduction to Argument Read: FYW Ch. 1 (pages 2-23, 36) and TSIS Ch. 1	AW #1: Choose a current issue that interests you. First 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 <i>TSIS</i> Introduction to help organize your ideas.
3	09/02	Discuss ENGL 1302 Assignment Sequence Assign Issue Proposal. Read: ENGL 1302 assignments in <i>FYW</i> pp. P48-P69. Pay careful attention to the Issue Proposal (IP) and Annotated Bibliography (AB) and TSIS Ch. 7 and 10	1.Type at least 3 questions about each IP and AB. 2. AW #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?
3	09/04	Creating a Research Plan Read: FYW Ch. 3 (pages 64-70, 73-81) and Ch. 4 (104-111)	AW #3: Select the issue that you plan to write your papers on this semester (you may use one of the issues that you have already explored in the first two summary responses for this assignment). After applying the Twelve Tests of an Arguable Issue (<i>FYW</i> pg. 36) to the issue and being able to answer “yes” to all twelve, draft a response to invention questions 2-4 in the Issue Proposal assignment for the issue (<i>FYW</i> pg. P51-P52).

Week	Date	Class Topic and Daily Readings	Assignments Due
	09/08 (Mon.)	Census Date: Last day to withdraw without a W	
4	09/09	Discuss Current Issues / Review and Discuss Sample IP / Academic Dishonesty Read: Sample IP in <i>FYW</i> pp. P55-P56	
4	09/11	MLA Citation / Peer Review Workshop Review: <i>FYW</i> pp. 369-395	Draft of Issue Proposal (Bring two copies to class.)
5	09/16	IP Writing Workshop In-Class Work on Issue Proposals Review: <i>FYW</i> Chapter 3 & 4 In-Class: Refining your issue and claim	
5	09/18	IP Writing Workshop In-Class Work on Issue Proposals Review: <i>TSIS</i> Chapter 7 In-Class: workshop “so what” and “who cares”	
6	09/23	Discuss strengths and weaknesses of IP and trajectory of research project. Assign annotated bibliography (AB). Discussion/Workshop: What is a well-rounded source list? Review: AB assignment in <i>FYW</i> pp. P57-P58	Issue Proposal Final Due Team Member Assessment Survey
6	09/25	Library Day: Finding Sources Workshop (#TBA)	
7	09/30	Reasons and Evidence / Audience Analysis Read: <i>FYW</i> Ch. 6 (pp. 142-160) and <i>TSIS</i> Ch. 2 & 3	AW #4: Read the essay “Guns in America” (<i>FYW</i> pgs. 172-174) and then answer questions 1 and 2 of Task 1 and 1-4 of Task 2 (<i>FYW</i> pgs. 171-172). Your answers should be in complete sentences and should elaborate on the question. Specifically, question 1 of Task 1 should not just be a number, but should include which reasons are supported and with what evidence. Your answers to questions 1-3 of Task 2 should not just be “yes” or “no,” but should also give an explanation of why.
7	10/02	Reporting Evidence Read: <i>FYW</i> Ch. 7 (pp. 176-191)	AW #5: Full citation and annotation of three sources you will be using in your Annotated Bibliography. These MUST be argumentative sources (as opposed to background information) and they need to be

Week	Date	Class Topic and Daily Readings	Assignments Due
			three different positions within your issue. Follow the instructions of the Annotated Bibliography Assignment Prompt in your <i>FYW</i> .
8	10/07	Review Ethos, Pathos, and Logos Read: <i>FYW</i> Ch. 5	
8	10/09	Discuss strengths and weaknesses of AB. Assign Mapping the Issue (MI). Review: MI assignment <i>FYW</i> pp. P59-P62	Questions about MI assignment.
9	10/14	Analyzing and Incorporating Sources Read: <i>TSIS</i> Ch. 8 and “Incorporating Sources Effectively” (BB)	Annotated Bibliography Final Due Team Member Assessment Survey
9	10/16	Warranting claims and reasons / Discuss Sample MI Read: <i>FYW</i> Ch. 9, MI sample in <i>FYW</i> (pp. P63-P65) In-class work: Comparing Different Points of View Review: <i>FYC</i> Chapter 12	AW #6: Choose one position and source for that position that you plan to use in your Mapping the Issue. Following the MI Assignment Prompt in your <i>FYW</i> (specifically, Invention #3), draft two paragraphs for your MI – one that explains the position and one that analyzes the source that you are using as an example of that position.
10	10/21	Peer Review Workshop	Draft of Mapping the Issue
10	10/23	Writing Workshop MI In-class work: Remaining Objective Review: <i>TSIS</i> Chapter 11	
11	10/28	Discuss strengths and weaknesses of MI Assign Researched Position Paper and RPP Presentation. Discuss Sample RPP. In-class work: Final Questions for M.I. Review: M.I. Rubric Review: RPP assignment and sample in <i>FYW</i> pp. P66-P73	Mapping Issue Final Due Team Member Assessment Survey
	10/29 (Wed.)	Last day to drop Submit requests to advisor prior to 4:00 p.m.	
11	10/30	Research Process Read: <i>FYW</i> Ch.3 (pp. 82-89) and Ch. 4 (pp. 111-118) and <i>TSIS</i> Ch. 4 and 5	Bring a list of sources you are using for each of your reasons in the RPP.
12	11/04	Rogerian Argument / Naysayer / Counterargument Read: <i>FYW</i> Ch. 11 and <i>TSIS</i> Ch. 6	AW #7: Choose one position and source for that position that you plan to use in your Mapping the Issue. Following the MI

Week	Date	Class Topic and Daily Readings	Assignments Due
			Assignment Prompt in your <i>FYW</i> (specifically, Invention #3), draft two paragraphs for your MI – one that explains the position and one that analyzes the source that you are using as an example of that position.
12	11/06	Rogerian Argument / Naysayer / Counterargument, cont. RPP Writing Workshop Narrowing Your Claim Read: Ch. <i>FYW</i> 13 (pp. 328-330, 354)	
13	11/11	Refining Your Introduction Review: <i>TSIS</i> Chapter 7 In-Class: workshop “so what” and “who cares”	
13	11/13	RPP Writing Workshop In-Class Work: Refine Response to “They Say”; Discuss Your Reason and Evidence and Appeals Review: <i>TSIS</i> Chapters 1 and 4; <i>FYW</i> Chapters 5 & 6	
14	11/18	Peer Review Workshop RPP Presentation Preparation In Class: Discuss Visual Arguments (Bring Questions) Review: <i>FYW</i> Chapter 10 (256-261)	Draft of RPP Due
14	11/20	RPP Presentations	
15	11/25	RPP Presentations	
15	11/27	Thanksgiving Holidays – No Class	
16	12/02	RPP Presentations LAST DAY OF CLASS (We will not meet after this class. There is no final during “Finals Week.”)	RPP Final Due Team Member Assessment Survey

ENGL 1302 Syllabus Contract

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

Print Name

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 _____