**Argumentation Theory**  ENGL 5359 Fall 2013 Trimble Hall 211 Monday 6:00 p.m.- 8:50 p.m.

Jim Warren Carlisle Hall 404 Office Hours: TBA jewarren@uta.edu 817.368.8628

**Course Description**

The main objective and first priority of this course is to prepare GTAs to teach ENGL 1302 for the first time this semester, but it should also prove useful to anyone who teaches—or plans to teach—argument-based written composition. The course is strongly practical, with students completing the same major assignments as ENGL 1302 students, but also theoretical in that we will reflect deeply on the curriculum and the research on which it is based. The last part of the course will focus on argument theory more generally.

**Required Texts:**

*First-Year Writing: Perspectives on Argument* (3rd custom edition for UTA)

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

**Assignments**

* Class participation **20%**
* Peer reviews **10%**
* Issue Proposal (3-5 pages) **15%**
* Annotated Bibliography **10%**
* Mapping the Issue Paper (5 pages) **20%**
* Researched Position Paper (5-10 pages) **25%**

**Policies**

--No one should miss a graduate seminar for any reason other than a dire emergency, so I expect you to record perfect attendance.

--Arriving to class late is disruptive and disrespectful to me and your classmates. I expect you to be ready to begin at 6:00 sharp.

--We will break from 7:20-7:30. It’s frustrating to wait for students to trickle back in from break, so I expect you to be ready to resume at 7:30 sharp.

--Cell phones should be turned off and put away for the entirety of class. The use of any portable device other than a laptop is strictly prohibited.

**Schedule**

Aug. 26 Discuss pp. P17-P20 in *FYW*; Preface, Introduction, Ch. 9 in *TS/IS*; Issue Proposal assignment.

Sep. 2 Labor Day holiday.

**Read for next class: *FYW* Chs. 4 and 6*.***

**Write for next class: first submission of Issue Proposal.**

Sep. 9 Discuss readings. “Best Practices for Peer Review.” “Best Practices for Instructor Review.”

 **Write for next class: peer review of Issue Proposal.**

Sep. 16 Discuss Issue Proposal grading criteria and rubric; Annotated Bibliography assignment. “Revision.” “Best Practices for Grading Writing.”

**Read for next class: *FYW* Ch. 9; Warren, “Taming the Warrant.”**

**Write for next class: final submission of Issue Proposal.**

Sep. 23 Discuss readings. “Best Practices for Constructing Writing Assignments.”

**Read for next class: *FYW* Ch. 5.**

 **Write for next class: Annotated Bibliography**

Sep. 30 Review Issue Proposals. Discuss reading; Mapping the Issue assignment. “Evaluating Proofs.”

**Read for next class: *FYW* Ch. 7.**

**Write for next class: first submission of Mapping the Issue.**

Oct. 7 Discuss reading; “Problems and Possibilities of Standard English.”

**Write for next class: peer review of Mapping the Issue Paper.**

Oct. 14 Discuss Mapping the Issue grading criteria and rubric reading. “Incorporating Sources Effectively.” “Rhetoric vs. Philosophy.”

**Read for next class: *FYW* Ch. 8; *TS/IS* Ch. 6.**

**Write for next class: final submission of Mapping the Issue Paper.**

Oct. 21 Discuss reading; Researched Position Paper assignment. “A Brief History of Composition.”

**Read for next class: *FYW* Ch. 11; *TS/IS* Ch. 10**

Oct. 28 Review Mapping the Issue Papers. Discuss readings. “Rhetorical Chairs.”

 **Read for next class: *FYW* Chs. 13-14.**

Nov. 4 Discuss readings. Continue “A Brief History of Composition.”

**Read for next class: Crosswhite, “Rhetoric of Reason”**

**Write for next class: first submission of Researched Position Paper.**

Nov. 11 Discuss reading.

**Read for next class: Knoblauch, “A Textbook Argument”; Rood, “Rhetorics of Civility”; Wolfe, “Argumentation Across the Curriculum”**

**Write for next class: peer review of Researched Position Paper.**

Nov. 18 Discuss readings; Researched Position Paper grading criteria and rubric.

Nov. 25 “Creating a Research Space.”

 **Write for next class: final submission of Researched Position Paper.**

Dec. 2 “Poststructuralism and Argument.” Student Feedback Surveys.