**HONR-LA 1302: Reading, Writing, and Arguing across Academic Disciplines**

**Spring 2014 Policy Statement and Syllabus**

**Instructor:** Dr. Jim Warren

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**Course Information:** Section 001; T,Th 11:00-12:20; University Hall 321

**Course Description:** This course continues the instruction in recursive writing processes, rhetorical analysis, synthesis of sources, and argument begun in ENGL 1301/HONR-LA 1301. It builds on 1301 by introducing students to advanced techniques of written argument, including issue identification, formal and informal logic, independent library research, analysis and evaluation of sources, and argument production.

This course also looks ahead to the Honors Senior Project by examining the field-specific ways that academic disciplines use writing to establish and communicate new knowledge, and it includes an introduction to the history and theory of rhetoric and an examination of best practices for teaching composition. Students will develop a metacritical awareness of why English instruction takes the forms that it does, which should empower students to take greater control of the linguistic decisions they must make when composing an extended academic research project.

**Required Materials:**

N.B.: All required texts will be provided for students in paper or electronic form.

* *First-Year Writing: Perspectives on Argument*. (Custom edition for UTA.)
* *The Scott, Foresman Writer*. (Custom edition for UTA.)
* Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 2nd ed. New York: Norton, 2010.
* An UTA email address that **YOU CHECK DAILY**.

**Assignments:**

Paper 1 – Issue Proposal **15%**

Annotated Bibliography **10%**  
Paper 2 – Mapping the Issue **20%**  
Paper 3 – Researched Position Paper **25%**  
Class Participation **20%**

Final Exam **10%**

**Grades:** **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.

Good writing always involves drafting and redrafting, and this is particularly true when writing for a public audience because you must respond to feedback from your readers. Your papers will not reach their full potential unless you begin them well in advance of the due date, allow your ideas to incubate, and respond actively to my and your peers’ comments. You will be required to make a first submission of each of the assigned papers. **A first submission is not in any way a rough draft**; it is more like a piece you first submit for publication, prior to receiving a reviewer’s comments. You should believe that your first submission is ready to go to press–only then can feedback be advanced enough to get your final submission in top form (and get you the kind of grade you want). If your first submission is not solid, meaning you haven’t put forth a good faith effort to cover all aspects of the assignment, it will be returned to you and counted late. **Late papers (be they first or final submissions) will result in a full letter grade penalty on that assignment for each day they are late.**

Class participation counts for as much of your grade as a major paper assignment because this course relies on active learning. Although this is a content-based course, it’s not one in which you sit back and ingest knowledge, facts, and information passively. Rather, you’ll be expected to practice newly-acquired skills in critical thinking and public discourse. Our classroom atmosphere will be informal and lively; we’ll know each others’ names; everyone will speak; and vigorous, respectful discussion will take place on a daily basis. For this class, you must overcome any shyness you feel about speaking in front of others, and the sooner you start talking, the more quickly you’ll begin to feel comfortable. Also, an important component of participation is active listening, which means no sleeping, zoning out, or working on assignments for different classes.

**Attendance and Tardiness:** Although the atmosphere in class will be laid back, in order for it to work, you and I must be partners, meaning that we both come to class each day having read closely and prepared to talk. To that end, I expect you to attend **every single class** and to be on time. Specific policies are as follows:

* Arriving to class late is disruptive and disrespectful to me and your classmates. I reserve the right to count tardies as partial absences.
* Cell phones must be turned off and put away for the entirety of class. The use of any portable device other than a laptop will result in a zero participation grade for that day.
* Absences result in a zero participation grade for that day.
* **Four unexcused absences** will lower your overall semester grade by a full letter.
* **Five unexcused absences** will mean you must drop the course or receive a grade of F.
* Excused absences include official university activities and illness with a physician’s note.

**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. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

**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.

**Academic Integrity:** At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but 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” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Success Programs:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817.272.6107 for more information and appropriate referrals.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Syllabus and Schedule Changes:** I’ve tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**The Writing Center:** The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. During Spring 2014, the Writing Center’s hours are 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 schedule appointments online by following directions available at www.uta.edu/owl/appointments, by calling 817.272.2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors 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; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

**January 14** Review course policy statement and syllabus; introductions.

**January 16** Continue introductions, “Rhetoric vs. Philosophy.”

**For next class: read pp. xx-xxiii in *First-Year Writing*.**

**January 21** Continue “Rhetoric vs. Philosophy”; discuss assigned reading.

**For next class: read Ch. 1 in *First-Year Writing*; Preface, Introduction, Ch. 9 in *They Say/I Say*.**

**January 23** Discuss assigned reading.

**For next class: read Ch. 10 in *First-Year Writing*;Ch. 1, Ch. 7 in *They Say/I Say*.**

**January 28 Assign Issue Proposal Paper.**

Discuss assigned reading.

**For next class: read Ch. 2, 3 in *First-Year Writing*.**

**January 30** Discuss assigned reading.

**For next class: read Ch. 4, 5 in *First-Year Writing*.**

**February 4** Discuss assigned reading.

**For next class: first submission of Issue Proposal Paper due.**

**February 6 First submission of Issue Proposal Paper due.**

“Composing Writing Assignments”; “Responding to Preliminary Drafts.”

**For next class: read Ch. 10 in *They Say/I Say*.**

**February 11** Feedback on first submission returned; “Revision”; “Grading Student Writing”;

discuss first submissions, grading criteria, grading rubric; reading.

**For next class: read Ch. 6, 8 in *First-Year Writing*; Ch. 6 in *They Say/I Say.***

**February 13** Discuss assigned reading.

**February 18** Library day.

**For next class: read Ch. 7 in *First-Year Writing*; Warren, “Taming the Warrant.”**

**February 20 Issue Proposal Paper due.**

Discuss assigned reading.

**For next class: read Ch. 12 in *First-Year Writing***.

**February 25** **Assign Annotated Bibliography.**

Discuss assigned reading.

**February 27** Pass back graded papers; review model paper; “What is Composition?”

**March 4** “What is Composition?,” continued.

**For next class: Annotated Bibliography due; read Ch. 2, 3 in *They Say/I Say*.**

**March 6 Annotated Bibliography due.**

**Assign Mapping the Issue Paper.**

Discuss assigned reading.

**March 11, 13** Spring break.

**March 18**  “Problems and Possibilities of Standard English.”

**For next class: first submission of Mapping the Issue Paper due.**

**March 20 First submission of Mapping the Issue Paper due.**

“Problems and Possibilities of Standard English,” continued.

**March 25** Feedback on first submission returned; discuss first submissions, grading criteria, grading rubric.

**For next class: read Warren, “Stasis Theory.”**

**March 27** Discuss assigned reading.

**April 1** Continue to discuss assigned reading.

**For next class: final submission of Mapping the Issue Paper due.**

**April 3 Final submission of Mapping the Issue Paper due.**

**April 8 Assign Researched Position Paper.**

**April 10** Pass back graded papers; review model paper; “What Counts as Evidence.”

**April 15** “Arguing in Academic Disciplines.”

**April 17 First submission of Researched Position Paper due.**

“Peer Review.”

**For next class: peer review of Researched Position Paper due.**

**April 22 Peer review of Researched Position Paper due.**

Feedback on first submission returned; discuss first submissions, grading criteria, grading rubric.

**April 24** Continue “Arguing in Academic Disciplines.”

**April 29** “Rhetoric vs. Philosophy Revisited.”

**May 1** “Rhetoric vs. Philosophy Revisited, continued.”

**May 6 Final submission of Researched Position Paper due.**

**Final exam, 11:00-1:30.**