**Argumentation Theory**  ENGL 5359 Fall 2014 Preston Hall 311 Wednesday 6:00 p.m.- 8:50 p.m.

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**Course Description**

The 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 read foundational argumentation theorists and contemporary responses to those theorists.

**Required Texts:**

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

Graff and Birkenstein, *They Say/I Say* (3rd 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. 27 Introductions; discuss *First-Year Writing*, Ch. 1; *They Say/I Say*, Chs. 1, 7, 9, and 10;assign Issue Proposal.

 **Read for next class: Aristotle, *Rhetoric*, Book I (available at http://classics.mit.edu/Aristotle/rhetoric.html)**

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

Sep. 3 Discuss Aristotle.

**Read for next class: Gage, “The Reasoned Thesis”; Fahnestock and Secor, “Classical Rhetoric”**

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

Sep. 10 Discuss Issue Proposal grading criteria and rubric; discuss Gage and Fahnestock and Secor.

**Read for next class: Perelman and Olbrechts-Tyteca, *The New Rhetoric*, Introduction and Part One**

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

Sep. 17 Assign Annotated Bibliography; discuss Perelman and Olbrechts-Tyteca.

**Read for next class: *First-Year Writing*,Ch. 7, pp. 176-191; *They Say/I Say*, Chs. 2 and 3; Gross, “Rhetoric as a Technique and a Mode of Truth”; Tindale, “Ways of Being Reasonable”**

**Write for next class: no writing for next week.**

Sep. 24 Review Issue Proposals; discuss textbook readings, Gross, and Tindale.

**Read for next class: Toulmin, *The Uses of Argument*, excerpts; Stygall, “Toulmin and the Ethics of Argument Fields”**

 **Write for next class: Annotated Bibliography**

Oct. 1 Assign Mapping the Issue paper; discuss Toulmin and Stygall.

**Read for next class: *First-Year Writing*,Ch. 9; *They Say/I Say*,Ch. 8; Warren, “Taming the Warrant.”**

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

Oct. 8 Discuss textbook readings and Warren.

**Read for next class: Burke, excerpts from *A Grammar of Motives*, *A Rhetoric of Motives*, and *Language as Symbolic Action***

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

Oct. 15 Discuss Mapping the Issue grading criteria and rubric; discuss Burke. Young, Becker, and Pike, Brent, and Lassner.

**Read for next class: *They Say/I Say*,Chs. 4 and 5; Young, Becker, and Pike, *Rhetoric: Discovery and Change*, excerpts; Brent, “Rogerian Rhetoric”**

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

Oct. 22 Assign Researched Position Paper; discuss textbook readings, Young, Becker, and Pike, and Brent.

**Read for next class: *First-Year Writing*,Chs. 11 and 13 (pp. 328-330, 354); *They Say/I Say*,Ch. 6**

Oct. 29 Review Mapping the Issue Papers; “Rhetorical Chairs”; discuss textbook readings.

**Read for next class: Lassner, “Feminist Responses to Rogerian Argument”; Lamb, “Other Voices, Different Parties”**

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

Nov. 5 Discuss Lassner and Lamb.

**Read for next class: *First-Year Writing*,Ch. 10 (pp. 256-261); Lindquist, “Class Ethos and the Politics of Inquiry”; Hatch, “Logic in the Black Folk Sermon”; DeLuca, “Unruly Arguments”**

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

Nov. 12 Discuss textbook reading, Lindquist, Hatch, and DeLuca.

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

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

Nov. 19 Researched Position Paper grading criteria and rubric; discuss Crosswhite.

Nov. 26 “Creating a Research Space.”

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

Dec. 3 “Poststructuralism and Argument.” Student Feedback Surveys.