

English 1302: Rhetoric and Composition II

Spring 2015

Instructor: Dr. Justin Lerberg

Course Information: 1302.028 MWF, 11-11:50, Preston Hall 306

Office/Hours: 201 Preston Hall, MWF: 9 – 9:45 and by appointment.

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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, *They Say/I Say*, 3rd edition

ISBN: 0393935841

First Year Writing: Perspectives on Argument, 3rd edition

ISBN: 1256744506

Optional: Ruszkiewicz, et al, *The Scott Foresman Writer*, 1st edition

ISBN: 1256291935

Description of Major Assignments.

Issue Proposal (02/16): 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 (03/06): 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 (04/03): 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 (05/08): For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select. You will also give a **final presentation** on your topic. Failure to present results in a ten-point deduction to your final essay grade. Failure to attend **all** presentations results in a ten-point deduction to the final essay grade.

Daily Work: More specific **analytical writing** prompts will also be provided.

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. In general, written response due for homework should be ½ to 1 page double-spaced in complete sentences unless noted by the instructor. Daily work gives students an opportunity to practice and hone the rhetorical and writing skills required for the major essay assignments. Daily work will be grade on a "5-0" point scale, where 5 points is excellent execution of the assignment and 0 point is failure to execute the assignment. Daily work is cumulative and will be totaled at the end of the semester for a single, overall grade. Students must attend and participate in the entire class the day in which the assignment is due in order to receive credit. Daily work **Cannot** be made up.

Revisions. Revision is a part of the initial writing process and it is more beneficial to comment on drafts in order to facilitate the student's progress. Using workshops and guided writing are considered Best Practices in our program.

Drafts. Each essay will require a mandatory draft. Failure to submit a draft results in a ten-point deduction of the final grade of the essay. It is very important to submit a draft in order to improve writing skills. **You will not be able to make up a draft.**

Peer Reviews. Each essay will include mandatory peer review workshops. Failure to attend a peer review results in a ten-point deduction of the final grade of the essay. It is **very important that you attend class on peer review days, as you will not be able to make up a peer review.**

All draft and peer review materials must be submitted with the final essay in order to receive credit.

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	15%
Mapping the Issue	20%
Researched Position Paper	35%
Daily Work/ Quizzes	15%

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.

There is **no** final exam in this class; However, I will be available during finals week to answer questions about the course.

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. Completion means that something is turned in as a “final draft.” **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 (Students’ “current grades” are posted in Blackboard) 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.

Turning in Assignments: All major assignments (IP, AB, MI, and RPP) and corresponding drafts in this course will be collected at the start of class on the day they are due. All assignments must be in MLA format. I will not accept any assignments via e-mail. **All drafts and peer review materials must be submitted with the final draft in order to receive credit.**

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.

http://web.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 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). Daily Work/Homework/Quizzes **will not** be accepted late. The four major assignments turned in after the class

has begun will receive a ten-point deduction unless the instructor has agreed to late submission *in advance of the due date*. For each calendar day following, **not a 24-hour period**, the work will receive an additional ten-point 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 – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you 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.

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. Students will not be graded on attendance. Students *will* be graded on daily work (homework, quizzes, group work, and other "participatory" activities) that cannot be made up. Again, attendance does **NOT** factor into the grade of this class. Rather, students will be graded on the criteria listed under "Daily Work."

Classroom Behavior. Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices must be **turned off and put away when entering the classroom**; all earpieces must be removed. 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 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.

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.

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 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 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 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 English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8:15 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5:15 p.m. 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 are scheduled for 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/WritingCenteratUT Arlington. 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. Other helpful information may be found at links provided below:

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>.

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 located 005-immediately left when exiting the room. 011-down the hall and to the left when exiting the room. 013-immediately left when exiting the room.). 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.

<p>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.</p>

Electronic Communication Policy. All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend. I typically return emails within 24 hours except on the weekend and holidays.

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.

Conferences and Questions: I have three 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 or quiz 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.

Course Schedule. Assignments are due on the day they are listed.

ENGL 1302 Syllabus Contract

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

Print Name

Date

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_____

English 1302: Rhetoric and Composition II (Daily Schedule)

Week	Date	Class Topic and Daily Readings	Assignments Due
1	01/21	Course introduction. Policies and procedures.	
1	01/23	Diagnostic Essay (in-class)	Signed Syllabus Contract
2	01/26	The Rhetorical Situation and Entering Academic Conversations Read: <i>FYW</i> : pp. P17-P20 , P49-P50, and Ch. 2 (39-42, 48-50, bottom of 51-55) and <i>TSIS</i> : Preface and Introduction	Answer the “Review Questions” (bottom of 55) and read “A Defense of Grade Deflation,” which we will discuss in class.
2	01/28	Introduction to Argument Read: <i>FYW</i> Ch. 1 (pages 2-23, 36) and <i>TSIS</i> Ch. 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.
2	01/30	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 <i>TSIS</i> Ch. 7 and 10	Read “Don’t Blame the Eater” (<i>TS/IS</i> pg. 241-43) and analyze the rhetorical situation of the text. THEN analyze the “so what/who cares?” and how the author uses “metacommentary” of the text.
3	02/02	Review and Discuss Sample IP Read: Sample IP in <i>FYW</i> pp. P55-P56	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 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).
3	02/04	Creating a Research Plan Read: <i>FYW</i> Ch. 3 (pages 64-70, 73-81) and Ch. 4 (104-111) Discuss Current Issues of Academic Dishonesty Read: “FYE Evaluation Rubric” in FYW P-21 Census Date: Last day to withdraw without a W	Read “Psst! Ask for Donor 1913” (<i>FYW</i> pg. 95-97) and analyze the reading by using the rhetorical situation. THEN analyze the “so what/who cares?” of the reading. FINALLY, Provide brief answers to the “For Discussion” questions on pg. 97.
3	02/06	In-Class Work on Issue Proposal	Read “Hidden Intellectualism” on

Week	Date	Class Topic and Daily Readings	Assignments Due
		Analyzing Invention Criteria Group Work	pg. 244 in <i>TS/IS</i> .
4	02/09	IP Writing Workshop In-Class Work on Issue Proposals Review: <i>TS/IS</i> Chapter 7 and <i>FYW</i> Chapter 4 In-Class: workshop “so what” and “who cares” and Refining your claim	Draft of Issue Proposal Due Bring a copy of your IP introduction to class.
4	02/11	Peer Review Workshop or Introducing the Peer Review Assignment Assign annotated bibliography (AB). Discussion/Workshop What is a well-rounded source list? Review: AB assignment in <i>FYW</i> pp. P57-P58 In-Class Work on finding Sources	Bring a copy of IP to class.
4	02/13	IP Writing Workshop In-Class Work on Issue Proposals Meet in University Hall 4	
5	02/16	Finding Sources Meet in Central Library room 315A	Issue Proposal Final Due
5	02/18	MLA Citation Meet in Central Library room B20	
5	02/20	Research Day Meet in University Hall room 4	
6	02/23	Evaluating Sources Meet in Central Library room 315A	Have access to at least two potential sources (links, print copy, etc.).
6	02/25	IP Writing Workshop In-Class Work on Issue Proposals Meet in University Hall 4	
6	02/27	Reasons and Evidence / Audience Analysis Audience Analysis Read: <i>FYW</i> Ch. 6 (pp. 142-160) and <i>TS/IS</i> Ch. 2 & 3	Annotated Bibliography Draft Due Full citation and annotation of two sources you will be using in your Annotated Bibliography. These MUST be argumentative sources (as opposed to background information) and they need to be two different positions within your issue. Follow the instructions of the Annotated Bibliography Assignment Prompt in your <i>FYW</i> .
7	03/02	Reporting Evidence Read: <i>FYW</i> Ch. 7 (pp. 176-191)	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

Week	Date	Class Topic and Daily Readings	Assignments Due
			should also give an explanation of why.
7	03/04	In-Class Work on Annotated Bibliography Meet in University Hall room 4	
7	03/06	Assign Mapping the Issue (MI). Discuss Sample MI Review: MI assignment <i>FYW</i> pp. P59-P62 Read: MI sample in <i>FYW</i> (pp. P63-P65)	Annotated Bibliography Final Due
8	03/09	Spring Break: No Class	
8	03/11	Spring Break: No Class	
8	03/13	Spring Break: No Class	
9	03/16	Analyzing and Incorporating Sources Review Ethos, Pathos, and Logos Read: <i>TS/IS</i> Ch. 8, <i>FYW</i> Ch. 5, and "Incorporating Sources Effectively" (BB)	Do exercise 1 on page 119-20 in <i>TS/IS</i> .
9	03/18	Warranting claims and reasons Read: <i>FYW</i> Ch. 9	Choose a position and two sources 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.
9	03/20	In-Class Work on Mapping the Issue Analyzing the Invention Criteria	Read "Nuclear Waste" on pg. 252 of <i>TS/IS</i> .
10	03/23	In-Class Work on Mapping the Issue Drafting Different Points of View Review: <i>FYW</i> Ch. 12 and MI Invention Criteria 3, 4, 5	Bring an outline of the different positions of ALL of the sources you will use in the MI essay. The outline should include the claims, reasons, and evidence
10	03/25	In-Class Work on Mapping the Issue Meet in University Hall room 4	
10	03/27	Peer Review Workshop	Draft of Mapping Issue Due
11	03/30	Conferences Meet in Preston Hall 201 at Selected Time	Bring Peer Review Feedback and Questions about the assignment/class.
11	04/01	Conferences Meet in Preston Hall 201 at Selected Time	Bring Peer Review Feedback and Questions about the assignment/class.
11	04/03	Assign Researched Position Paper, RPP Sample, and RPP Presentation. Review: RPP assignment in <i>FYW</i> pp. P70-P73 Review: RPP sample in <i>FYW</i> pp. P66-P69 Discuss Visual Arguments (Bring Questions) Review: <i>FYW</i> Chapter 10 (256-261) Last day to drop Submit requests to advisor prior to 4:00 p.m.	Mapping Issue Final Due
12	04/06	Using Tables, Graphs, and Figures Meet in Central Library room 315A	
12	04/08	Research Process Read: <i>FYW</i> Ch.3 (nn. 82-89) and Ch. 4 (nn. 111-	Bring a list of sources you are

Week	Date	Class Topic and Daily Readings	Assignments Due
		118) and <i>TSIS</i> Ch. 4 and 5	using for each of your reasons in the RPP.
12	04/10	Rogerian Argument / Naysayer / Counterargument Read: <i>FYW</i> Ch. 11 and <i>TSIS</i> Ch. 6	Bring a draft of your counterargument.
13	04/13	Narrowing Your Claim Read: Ch. <i>FYW</i> 13 (pp. 328-330, 354)	Bring a draft of your claim.
13	04/15	Refining Your Introduction Discuss RPP Presentations Review: <i>TSIS</i> Chapter 7 In-Class: workshop “so what” and “who cares”	Bring a draft of your introduction.
13	04/17	RPP Writing Workshop and Reasons and Evidence In-Class Work: Refine Response to “They Say” and Discuss Reasons Evidence and Appeals Review: <i>TSIS</i> Chapters 1 & 4 and <i>FYW</i> 5 & 6	
14	04/20	In-Class Work on RPP Meet in University Hall room 4	
14	04/22	In-Class Work on RPP Meet in University Hall room 4	
14	04/24		Draft of RPP Due
15	04/27	Peer Review Workshop	Bring a copy of the RPP
15	04/29	RPP Presentations	
15	05/01	RPP Presentations	
16	05/04	RPP Presentations	
16	05/06	RPP Presentations	
16	05/08	RPP Presentations	RPP Final Due