

English 1302: Reading, Writing, and Critical Thinking II

English 1302: Introduction to Critical Thinking, Reading, and Writing II is a course that builds on the skills learned in English 1301 by providing a more extensive introduction to rhetorical and argument theories. Students learn to identify a controversial issue independently, research that issue by navigating library databases, compile a bibliography of relevant sources, map the conversation surrounding the issue, and advocate their own position by developing claims supported by good reasons and evidence. Students continue to practice recursive reading and writing processes and develop a more sophisticated awareness of context and audience.

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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

First Year Writing: Perspectives on Argument. UTA 3rd Custom Edition (You can purchase an EText of this textbook at http://www.pearsoncustom.com/tx/uta_writing . Once you are on the site, click on "Purchase Access". If you experience technical or logon issues while purchasing your text, please visit the Pearson tech support website at http://www.pearsoncustom.com/global/productinfo/websites/24_7/ or call 1-800-677-6337.))

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 2nd Ed.

Scott Foresman Handbook

Description of Major Assignments

This semester, you'll be conducting research on an issue of interest to you. Since you'll be reading and writing extensively on the issue, it's important that you choose a research topic that you really want to know more about. In addition to choosing an issue that interests you, you need to choose an issue that is current (sources published within the last two years), one that is likely to have sources available, and one that has generated some discussion and debate.

The **Research Project** includes these assignments:

Issue Proposal;

Annotated Bibliography of sources related to your topic (at least 10 entries);

Mapping the Issue that analyzes the rhetorical situation and discusses the multiple perspectives on the issue; and

Researched Position Paper that makes a well-supported argument about the issue.

All parts must be completed in order to receive credit for each one. That means if you change the topic along the way, you'll need to do *all* of the writing assignments for the new topic, even if you have already completed them for a previous topic.

Please keep in mind that assignments incorrectly posted (submitted to the wrong location) in Blackboard will not receive credit.

Also, all assignments must be:

MLA formatted;

Turned in as .doc, .docx, or .rtf files (Please do not copy and paste assignments into the text box field); and

Submitted before midnight Central Daylight Time (CDT) on the date specified.

An Important Note about Blackboard Assignment Submissions: All students are responsible for making sure their submissions have correctly posted to Blackboard. In order to check if an essay/assignment has been submitted correctly, click on the "Grades" tab located on the left-hand side of the course home page and then look for the green exclamation point icon in the appropriate assignment column (Note: for discussion activities and peer review, a ball icon confirms your submission.). If an exclamation point is not present after your essay/assignment has been submitted, you should resubmit following the steps above to make sure the essay/assignment is properly submitted.

If your essay/assignment still isn't posted after several attempts, you should email the essay/assignment (work submitted incomplete will be graded accordingly) as an attachment to your instructor **BEFORE** the specified deadline. Your instructor will contact you about your emailed submission within 24 hours and specify a timeframe for submitting the essay/assignment to Blackboard. Failure to submit your work

within the designated timeframe will result in a zero. Also, you must submit the same essay/assignment to Blackboard that you submitted to your instructor via email. Failure to submit the same work will result in a zero for the assignment.

Again, keep in mind that it is your responsibility to submit your work on time and ensure that it is submitted to Blackboard properly. Failure to do so will result in a late penalty or zero. As the submission process in Blackboard allows students to ensure that their assignments have been submitted correctly and an alternative means of submitting assignments is available to all students, **NO** assignments will be accepted for full credit after the deadline due to failed submission attempts (See the late assignment policy for more information on late work). Please be aware that technical errors in Blackboard are very rare and tech support has sophisticated tools to determine if students have actually submitted assignments or posted to discussion activities.

Grades

Grades in FYC 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 participate regularly 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 attend class regularly, do not participate actively, or do not complete assigned work.

Your final grade for this course will consist of the following:

Discussion Activities	10%
TRACE Assignment	10%
Issue Proposal	10%
Annotated Bibliography	15%
Mapping the Issue	25%
Researched Position Paper	30%

Final grades will be calculated as follows: A=90-100%, B=80-89.49%, C=70-79.49%, F=69.49%-and below; Z=see the Z grade policy above.

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. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Note: Please keep in mind that assignments incorrectly posted (submitted to the wrong location) in Blackboard will not receive credit.

Classroom Policies

Late Assignments. Papers are due on the specified due date. Late essays/assignments will incur a penalty, unless the student meets the following condition: she must contact the instructor or academic coach a **week ahead** of the assignment due date and provide documentation of a conflict accepted by the University of Texas at Arlington as a reason to miss class or an assignment (These accepted conflicts include military service, religious holidays, and school-sponsored activities such as participation in sporting events. See http://www3.uta.edu/catalog/content/general/academic_regulations.aspx#5 for further information.). Students presenting documentation are required to complete assignments in the timeframe prescribed by their instructor; otherwise, the assignment(s) will incur a late penalty. Late work submitted without a university excuse will incur a 10pt deduction for each day it is submitted past the specified submission deadline (for example, 10pts off for one day late, 20pts off for two days late, etc.). Essays/assignments beyond 10 days late will not be accepted for credit. Please note that discussion activities and peer reviews cannot be submitted past the specified deadline. Also, final papers (Position Papers) will not be accepted late or past the specified due date.

Paper Reuse Policy You are not allowed, under any circumstances, to reuse papers from prior classes in this course. 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. This means that, if you took 1301 at UTA, you may not, in this class, use the same topic you wrote on for the 1301 Synthesis paper.

Participation Policy. Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular participation is thus necessary for success in ENGL 1302.

Classroom behavior. 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 and academic coaches 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 referred to the Office of Student Conduct.

Electronic Communication Policy. All students must have access to a computer with internet capabilities. *Students should check their MyMav email daily for course information and updates and respond to their instructor and academic coach's emails within 24 hours.* I will also send group emails through MyMav. 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 and course for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I typically check it twice a day and occasionally on the weekend.

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.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they 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 changes.

Academic Integrity

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. 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 or academic coach. All students suspected of 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.

Drop Policy

It is the student's responsibility to officially drop or withdraw from the course 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 Writing Center, Room 411 in the Central Library, provides tutoring for any UTA student with a writing assignment. Writing Center tutors are carefully chosen and trained, and they can help students at any stage of their writing processes, 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 students' errors or rewrite the assignment for them, but tutors will help students become better editors of their own writing. Tutors are familiar with the requirements for most assignments in first-year English classes. Tutoring sessions last no longer than 30 minutes, and students are limited to one tutoring session a day and two sessions a week. Students can schedule Writing Center appointments by logging in to www.rich37.com/uta. During their first visit to the web site, students must complete a brief registration form. On subsequent visits, they can go directly to the schedule to make their

appointments. Students who come to the Writing Center without an appointment are helped on a first-come, first-served basis as tutors become available. During long semesters, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. For summer hours or for additional information, students should visit the Writing Center web site, 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:

Course-Specific Guides. All First-Year English courses have access to [research guides](#) that assist students with required research. 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.

Virtual Office Hours. Librarians who specialize in first-year students will be available online two evenings each week to assist students with research and citation. The ENGL 1301 and ENGL 1302 research guides include a chat box that makes it possible to IM a librarian without logging in to your own account. This page will also indicate the exact days/times the service is available. During Virtual Office Hours, students can IM the librarian at utavoh.

Additional Academic Resources. The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Course Calendar

(This is a provisional calendar and WILL change)

Week	Topic/Lessons	Assignments/Readings Due
1 6/8-6/14	Introductions	Read Week 1 Introduction & Overview Review "Plagiarism & Academic Dishonesty" lectures Complete Discussion Activities 1 & 2 (Post your response to the discussion prompts by <i>Friday 6/12</i> and respond to at least two peer postings per discussion activity by <i>Sunday 6/14</i> in order to receive full credit)
2 6/15-6/21	Argument and Rhetorical Situation	RRead <i>First Year Writing (FYW)</i> Chapters 1-2 Review "Everything is an Argument" and "TRACE Method of Rhetorical Inquiry" lectures Complete Discussion Activities 3 (Post your response to the discussion prompt by <i>Friday 6/19</i> and respond to at least two peer postings by <i>Sunday 6/21</i> in order to receive full credit) Submit TRACE Analysis Assignment (Submit assignment by <i>Sunday 6/21</i>)
3 6/22-6/28	Choosing a Topic	<ul style="list-style-type: none"> • Read Week 3 Overview • Read <i>FYW</i> Chapters 3-4 • Read the Preface and Introduction to <i>They Say/I Say (TSIS)</i> • Complete Discussion Activity 4/Peer Review (Post your Issue Proposal draft by <i>Wednesday 6/24</i> and respond to at least two peer postings by <i>Friday 6/26</i>) • Complete Discussion Activity 5 (Post your response to the discussion prompt by <i>Friday 6/26</i> and respond to at least two peer postings by <i>Sunday 6/28</i> in order to receive full credit) • Submit Issue Proposal Final Draft(after reviewed by your peers) by 10 AM on Monday 6/29. (revised 6/27)
4 6/29-7/5	Rhetorical Appeals	<ul style="list-style-type: none"> • Read Week 4 Overview • Read <i>FYW</i>, Chapter 5 • Read "Rhetorical Appeals" lecture • Complete Discussion Activity 6 (Post your response to the discussion prompts by <i>Friday 7/2</i> and respond to at least two peer postings per discussion activity by <i>Sunday 7/5</i> in order to receive full credit)
5 7/6-7/12	Locating and Using Sources	<ul style="list-style-type: none"> • Read Week 5 Overview • Read <i>FYW</i> Chapter 8-10 and pgs. 337-345

		<ul style="list-style-type: none"> • Read "Using Sources" and "Citing Sources" lectures • Complete Discussion Activity 7 (Post your response to the discussion prompts by <i>Friday 7/10</i> and respond to at least two peer postings per discussion activity by <i>Sunday 7/12</i> in order to receive full credit) • Submit Annotated Bibliography by <i>Sunday 7/12</i>
6 7/13-7/19	Fallacies & Seeking Common Ground (Introduce Mapping the Issue)	<ul style="list-style-type: none"> • Review Lesson 6 Overview • Read <i>FYW</i> Chapter 11 and pgs. 401-407 • Read "Rogerian Theory and Seeking Common Ground" lecture • Complete Discussion Activity 8 (Post your response to the discussion prompt by <i>Friday 7/17</i> and respond to at least two peer postings by <i>Sunday 7/19</i> in order to receive full credit)
7 7/20-7/26	Mapping the Issue	<ul style="list-style-type: none"> • Review Week 7 Overview • Read <i>They Say/I Say</i>, Chapters 1-3 (This is important reading for your Mapping the Issue!) • Complete Discussion Activity/Peer Review 9 (Post your draft by <i>Wednesday 7/22</i> and review at least two peer drafts by <i>Friday 7/26</i>) • Submit Mapping the Issue Essay by <i>Tuesday 7/28 @ 8 AM (revised 7/25)</i>.
8 7/27-8/2	Reflecting on the Writing Process	<ul style="list-style-type: none"> • Review Week 8 Overview • Read <i>They Say/I Say</i>, Chapters 4-7 • Complete Discussion Activity 10 & 11 (Post your responses to the discussion prompt by <i>Friday 7/29</i> and respond to at least two peer postings by <i>Sunday 8/2</i> in order to receive full credit).
9 8/3-8/9	Putting It All Together (Researched Position Paper)	<ul style="list-style-type: none"> • Review Week 9 Overview • Read <i>FYW</i>, Chapter 13 • Read <i>They Say/I Say</i>, Chapters 8-10

		<ul style="list-style-type: none"> • Draft Researched Position Paper • Complete Discussion Activities 12 (Post your response to the discussion prompts by <i>Friday 8/7</i> and respond to at least two peer postings per discussion activity by <i>Sunday 8/9</i> in order to receive full credit)
10 8/10-8/16	The Researched Position Paper	<ul style="list-style-type: none"> • Review Week 10 Overview • Complete Discussion Activity/Peer Review 13 (Submit draft by Monday 8/10 and respond to at least two peer drafts by <i>Wednesday 8/12</i>) • Submit Researched Position Paper by 11:59 PM Sunday 8/16
11	Farewell & Course Wrap-Up	<ul style="list-style-type: none"> • Review Week 11 Overview • Complete Farewell Discussion Activity 14 by Tuesday 8/17