ENGLISH 4371, 002: Advanced Argumentation

 Fall, 2015

 PH 302, TR 12:30-1:50p.m.

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Office Hours: TR 4PM on, by appt.

 **Course Description**

The present course (Advanced Argumentation), attempts to provide a modicum of understanding of the way arguments work by reading arguments that have made their way in the world. They have decisively altered the world they address. It is designed from its outset to emphasize the subjective over the objective mode of understanding in approaching the notion of argument--that is, to recognize the importance of the *relation* of the student (potentially you) to what is read (a given argument); to emphasize that assessment of any argument is a function of this relation; and only then to view argument from a quasi-objective (a conceivably universal) standpoint.

 To this end the course will read a few pages of a long-well-known work to bring alive, succinctly, the distinctions between the all-too-dry abstractions “subjective” and “objective” and the parallel though less dry “Romantic” and “Classic,” or “other-worldly” and “this-worldly” as these ways of being and knowing split the world of discourse between them. It will then read a similarly few pages of Aristotle (the West’s first instructor in the ways of argument). Finally, as the body of the course proper, it will examine and discuss examples of five arguments--literary-/art-critical, philosophical, psychoanalytical, and political--that have stood the tests of time in the real world. Written assignments are a one-page paper making use of the methods and insights of each of the five, as applied to a literary work of the student’s choice, and a five-page research paper including footnotes and a 5-item bibliographical list of secondary sources consulted. This paper will be preceded by a preliminary statement of its topic, a preliminary list of its secondary sources, and two-sentence summaries of their argument.

 **Student learning outcomes**

Students should be able to:

• observe grammar, punctuation, spelling, English-language usage, and continuity conventions in writing

 • employ standard MLA guidelines for formatting research paper assignments

 • read closely and carefully, line by line, statement by statement, in given arguments assigned or in class papers

 • recognize and articulate (orally and in writing) the chief point or points given arguments are making or attempting to make

 • recognize and articulate arguments’ supporting points as such orally and in writing

 • recognize and articulate arguments’ effectivenesses and ineffectivenesses and their possible causes

 • develop paraphrasing and summarizing skills orally and in writing

 • develop active listening skills on the basis of in-class articulations

 • write arguments using a variety of academic/disciplinary models

 • recognize changes in self, and understanding of matters argued, as functions of the student’s ways of being and knowing, of idea-content conveyed, of arguments employed, and/or of other factors.

 **Required textbooks and other course materials**

 **•**Modern Language Association of America. *MLA Handbook for Writers of Research Papers.* Seventh edition. New York: MLA, 2009. Print. [ISBN: 78-1603290241]

 • Sigmund Freud. *On Dreams*, tr. James Strachey. New York: Norton, 1952.

 **Grading**

The final grade for the course will be calculated as follows:

 The five one-page papers @ 15% each: 75%

The 5-page research paper: 20%

Quizzes and Participation: 5%

 The grade on a paper is a grade that stands. DO NOT REWRITE PAPERS. Plan to use the markings of infelicities on any given paper, and your corrections of them, to move toward improvement of the NEXT paper.

 **Attendance**

At the University of Texas at Arlington, each faculty member is free to develop his or her own methods of evaluating students’ academic performance. This freedom includes establishing course-specific policies on attendance. As the instructor of this section, I request your regular attendance and active participation. Courses such as this, in which students share and comment on each other’s work, work best when all participants are present. If at the start of each class you’re yet to arrive at roll taking, a quarter of an absence will be deducted from your record of attendance. If you have a scheduling conflict that you know will prevent you from arriving on time to class, please discuss this with me as soon as possible.

 Two absences (one class week) are yours without question if you need or wish to use them. Additional absences will mean a letter-grade lowered on your final grade unless each absence is made up by additional, course-related reading (one or more books or articles for each additional absence) accompanied by a two-page, double-spaced summary of these items’ arguments.

**Miscellaneous Policies**

Classroom Decorum: When teaching, conferencing, or grading, you and your work have my respect and my full attention. In return, I ask the same from you: Please turn off and put away all cell phones, pagers, books from other classes, etc. You may use a tablet to take notes during class. Additional cautions: Please (and please note that a “please” precedes each of the following):

 a) bring only water to class; open cans outside class (no exceptions);

b) whether or not you have special dietary requirements and schedules, eat food

only outside of class (no exceptions):

 d) chew gum outside of class (no exceptions).

 e) see to the needs of your excretory tracts before class. If you are likely to suffer an attack, please let me know ahead of time, and be sure to do the class the favor of asking to leave if, unexpectedly, you decide you have to (i.e., leave).

 f) otherwise leave class only when the class’s considerations for its time period have come to a close.

 g) select another member of the class to receive your paper should you be un-present to receive it.

 h) select another member of the class, or two, to be able to remind you of a coming assignment should you find you’ve not noted, or have forgotten, it. Be sure you have their e-mail address and/or phone number. We make every effort to stick to the schedule--here necessarily announced as tentative.

 i) should you need to leave something for me, leave it under the door of the main English office with my name on it or--with the help of one of the secretaries--in my box in the mail/Xerox room, or: under the door of my office, but this latter only after telling me it will be there.

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 withdraw officially if she or he does 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/aao/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 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](http://www.uta.edu/titleIX).

Academic Integrity: Students enrolled all UT Arlington courses 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, including paraphrasings of it. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) 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.

Electronic Communication: UT Arlington has adopted MavMail as its official means of communicating 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 their inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. For information about activating and using MavMail, visit <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” shall be directed to complete an online 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 make student feedback available to designated faculty is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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.

Student Support Services Available: 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.

Subject Librarian: Rafia Mirza is one of the Reference and Instruction Librarians for English. She is available to answer questions about how to access and use the resources provided by the library; and she is also happy to meet with students for one-on-one research consultations. She may be contacted at rafia@uta.edu or 817-272-7428.

Writing Center: The Writing Center, 411 Central Library (northwest corner), offers individual 40-minute sessions to review assignments, as well as Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit https://uta.mywconline.com/ to register and make appointments. For hours, information about the writing workshops offered, scheduling a classroom visit, and descriptions of the services offered undergraduates, graduate students, and faculty members, please visit the website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

Emergency Exit Procedures: Should an emergency event occur that requires vacating the building, students should exit the room and move toward the nearest exit. 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 individuals with disabilities.