**English 4370: Rhetoric and Composition for Secondary School Teachers**

**Spring 2016 Policy Statement and Syllabus**

**Instructor:** Dr. Jim Warren

**Office/Hours:** Carlisle Hall 404/TBA

**Phone:**

**Email:** jewarren@uta.edu

**Course Information:** Section 001; T,Th 9:30-10:45; Preston Hall 103

**Course Description:** This course is required for students pursuing an English degree with Secondary Teacher Certification and students seeking Mid-Level English Language Arts Certification, so these students are the primary audience. However, the course is designed to appeal to any student interested in the history, theory, and practice of reading and writing instruction.

We’ll frame the course with some of the historical and epistemological issues involved in the study of rhetoric, paying particular attention to the quarrel between rhetoric and philosophy that spans virtually the entire history of Western thought. In many ways, this dispute remains with us today and determines the type of language instruction predominant in public education.

As we delve into rhetorical theory as manifested in the classroom, we’ll consider questions like: What is “rhetoric,” “composition,” and “rhetoric and composition?” Why do we teach reading and writing differently from the way it was taught 50 or 100 years ago? Why is reading and writing taught so differently in college and in high school, and what, if anything, should we do to improve alignment between the two?

This is a content course, not a pedagogy course, but we *will* examine writing instruction as itself a research field. You’ll learn what pedagogical practices are supported by recent scholarship in rhetoric and composition, and as you do so, you’ll occupy the dual role of student and teacher-in-training. For example, you’ll learn how to teach analytic reading skills as you practice these skills. You’ll learn how to teach argument as inquiry as you produce written arguments that engage timely issues. I’ll include you in the process of composing writing assignments that you then complete. We’ll talk about how to comment on and grade student writing as I give you feedback on your writing. We’ll consider the best ways to teach grammar and mechanics as you sharpen your command of Standard Written English.

**Student Learning Outcomes: By the end of ENGL 4370, students should be able to:**

* Apply knowledge of the history and theory of rhetoric in the English Language Arts (ELA) classroom.
* Apply knowledge of composition studies in the ELA classroom.
* Apply knowledge of research and best practices in composing writing assignments for the ELA classroom.
* Use knowledge of the rhetorical situation—writer, purpose, subject, genre, audience—to analyze and construct texts, and impart this knowledge in the ELA classroom.
* Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions.
* Apply knowledge of research and best practices in teaching a process approach to composition in the ELA classroom.
* Apply knowledge of research and best practices in responding to student writing.
* Apply knowledge of research and best practices in assessing student writing.
* Control such surface features of writing as syntax, grammar, punctuation, and spelling, and impart this knowledge in the ELA classroom.

**Required Materials:**

* Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 3rd ed. New York: Norton, 2014.
* An UTA email address that **YOU CHECK DAILY**.

**Assignments:**

Paper 1 – Rhetorical Analysis (3-4 pp.) **15%**  
Paper 2 – Synthesis Argument (4-5 pp.) **20%**  
Paper 3 – Researched Argument (4-6 pp.) **25%**  
Class Participation **20%**

Final Exam **20%**

**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.

The paper assignments are designed for the high school classroom, but they require higher-order thinking and thus can accommodate varying levels of sophistication. Your versions of these papers undoubtedly will be more advanced than your high school students’, but the experience of writing them will prepare you to teach them (or modified versions of them).

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. For your 2nd and 3rd papers, you will be required to submit a topic proposal prior to drafting. For all your papers, 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 submission of a topic proposal, first submission, or final submission will result in a full letter grade penalty on that assignment for each day it is late.**

Class participation counts for as much of your grade as a major paper assignment for two main reasons. First, your own experiences in classes that taught reading and writing will form part of our course content, the specific cases to which we will apply theoretical knowledge. We need to hear from everyone in order to get the most representative sample of teaching practices. Second, 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 acquiring skills in critical thinking and public discourse, and our classroom is the place where you’ll practice these skills. Our classroom atmosphere will be informal and lively, we’ll know each others’ names, and vigorous, respectful discussion will take place on a daily basis. 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.

The final exam is comprehensive and is intended to ensure that you have retained the key principles from the 20 or so lectures I’ll be giving over the course of the semester. Despite how it may sound on its face, the final should not be difficult so long as you attend every class and follow our discussions closely. I will distribute notes for each of the lectures, and exam questions will be taken directly from those notes.

**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.
* The latest research indicates that despite college students’ belief that they are good at multitasking, their learning suffers significantly when it is interrupted by digital media. Consequently, the use of cell phones, tablets, or laptops during class is strictly prohibited. The use of any electronic device during class 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.

**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.

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**January 19** Review course policy statement and syllabus.

**January 21** Introductions; “Rhetoric vs. Philosophy.”

**January 26** Continue “Rhetoric vs. Philosophy.”

**January 28** “Introducing Argument”; “Identifying Central Claims”; “Rhetorical Analysis Questions.”

**For next class: read Bruni, “The Wilds of Education.”**

**February 2** In-class rhetorical analysis of Bruni.

**For next class: read Ch. 1, Ch. 7 in *They Say/I Say*.**

**February 4**  **Assign Rhetorical Analysis.**

**February 9** “Introducing a Rhetorical Theory of Texts.”

**For next class: read Preface, Introduction, Ch. 9 in *They Say/I Say.***

**February 11** Continue “Introducing a Rhetorical Theory of Texts”; discuss reading.

**For next class: first submission of Rhetorical Analysis due.**

**February 16 First submission of Rhetorical Analysis due.**

“What Is Composition?”

**February 18** Feedback on first submission returned; discuss first submissions, grading criteria and grading rubric; “Revision.”

**February 23** Continue “What Is Composition?”

**February 25**  Continue “What Is Composition?”

**For next class: final submission of Rhetorical Analysis due.**

**March 1 Final submission of Rhetorical Analysis due.**

“Rhetorical Chairs.”

**For next class: read Ch. 4, Ch. 6 in *They Say/I Say*.**

**March 3 Assign Synthesis Argument.**

**For next class: topic proposal for Synthesis Argument due.**

**March 8 Topic proposal for Synthesis Argument due.**

Pass back graded papers and review model paper; “Evaluating Evidence.”

**For next class: read Ch. 2, Ch. 3, Ch. 5 in *They Say/I Say*.**

**March 10** Discuss assigned reading; “Incorporating Sources Effectively.”

**March 15, 17**

**March 22**  Continue “What Is Composition?”

**For next class: first submission of Synthesis Argument due.**

**March 24**  **First submission of Synthesis Argument due.**

“Best Practices for Constructing Writing Assignments.”

**March 29** Feedback on first submission returned; discuss first submissions, grading criteria, and grading rubric; “Best Practices for Instructor Review.”

**March 31** Best Practices for “Grading Student Writing”; “Problems and Possibilities of Standard English.”

**April 5** Continue “Problems and Possibilities of Standard English.”

**For next class: final submission of Synthesis Argument due.**

**April 7 Final submission of Synthesis Argument due.** Continue “Problems and Possibilities of Standard English.”

**April 12 Assign Researched Argument.**

**April 14** Pass back graded papers and review model paper.

**By Saturday, April 16 at 11:59 p.m.: topic proposal for Researched Argument due.**

**For next class: read Warren, “Taming the Warrant.”**

**April 19**  Discuss assigned reading, practice identifying warrants.

**April 21**  **First submission of Researched Argument due.**

“Peer Review.”

**For next class: peer review of Researched Argument due.**

**April 26 Peer review of Researched Argument due.**

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

**April 28** Catch-up day.

**May 3** “Rhetoric vs. Philosophy Revisited.”

**For next class: final submission of Researched Argument due.**

**May 5 Final submission of Researched Argument due.**

Continue “Rhetoric vs. Philosophy Revisited”; review for final exam; course evaluations.

**May 12 Final exam, 8:00-10:30.**