**Honors ENGL 1302: Rhetoric and Argumentation across Academic Disciplines**

**Spring 2016 Policy Statement and Syllabus**

**Instructor:** Dr. Jim Warren

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**Course Information:** Section 001; T,Th 11:00-12:20; Trimble Hall 321

**Course Description:** This course continues the instruction in recursive writing processes, rhetorical analysis, synthesis of sources, and argument begun in ENGL 1301. It builds on 1301 by introducing students to advanced techniques of written argument, including issue identification, formal and informal logic, independent library research, analysis and evaluation of sources, and argument production.

What distinguishes this course from regular ENGL 1302 classes is that we will delve much more deeply into argumentation theory, reading those theorists who have been most influential in Writing Studies. In particular, this course looks ahead to the Honors Senior Project by examining the field-specific ways that academic disciplines use writing to establish and communicate new knowledge.

**Required Materials:**

All required texts will be provided for students in paper and/or electronic form via Blackboard.

**Assignments:**

Paper 1 – Issue Proposal **15%**

Annotated Bibliography **10%**  
Paper 2 – Mapping the Issue **20%**  
Paper 3 – Researched Position Paper **25%**  
Class Participation (including peer reviews) **20%**

Final Exam **10%**

**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 key ideas from course readings and important principles from the dialogic 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 and from passages in the readings that I have highlighted in class.

**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.
* Cell phones must be turned off and put away for the entirety of class. The use of any portable device other than a laptop 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; introductions.

**January 21** Continue introductions, “Rhetoric vs. Philosophy.”

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

**January 28** “Introducing Argument.”

**February 2 Assign Issue Proposal Paper.**

**For next class: read Aristotle, *Rhetoric,* Book I, Parts 1-3 (available at http://classics.mit.edu/Aristotle/rhetoric.html).**

**February 4** Discuss assigned reading.

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

**For next class: first submission of Issue Proposal Paper due.**

**February 11 First submission of Issue Proposal Paper due.**

“Introducing a Rhetorical Theory of Texts” continued.

**For next class: peer review of Issue Proposal Paper due.**

**February 16 Peer review of Issue Proposal Paper due.**

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

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

**February 18** Discuss assigned reading.

**For next class: read Perelman and Olbrechts-Tyteca, *The New Rhetoric*, pp. 1-10*.***

**February 23 Assign Annotated Bibliography.**

Discuss assigned reading.

**February 25 Issue Proposal Paper due.**

Library day (meet in Central Library room 315A)

**For next class: read Perelman and Olbrechts-Tyteca, *The New Rhetoric*, pp. 13-26*.***

**March 1** Pass back graded papers; review model paper; discuss assigned reading.

**For next class: read Perelman and Olbrechts-Tyteca, *The New Rhetoric*, pp. 26-35*.***

**March 3** Discuss assigned reading.

**For next class: read Perelman and Olbrechts-Tyteca, *The New Rhetoric*, pp. 45-59*.***

**March 8** Discuss assigned reading.

**For next class: Annotated Bibliography due.**

**March 10 Annotated Bibliography due.**

**Assign Mapping the Issue Paper.**

**March 15, 17** Spring break.

**March 22** “Incorporating Sources Effectively.”

**For next class: first submission of Mapping the Issue Paper due.**

**March 24 First submission of Mapping the Issue Paper due.**

“Problems and Possibilities of Standard English.”

**For next class: peer review of Mapping the Issue Paper due.**

**March 29 Peer review of Mapping the Issue Paper due.**

Feedback on first submission returned; discuss first submissions, grading criteria, grading rubric; Problems and Possibilities of Standard English,” continued.

**March 31** Problems and Possibilities of Standard English,” continued.

**For next class: read Toulmin, *The Uses of Argument*, pp. 1413-1423.**

**April 5** Discuss assigned reading.

**For next class: final submission of Mapping the Issue Paper due; read Warren, “Taming the Warrant.”**

**April 7 Final submission of Mapping the Issue Paper due.**

Discuss assigned reading.

**April 12 Assign Researched Position Paper.**

**April 14** Pass back graded papers; review model paper; “Rogerian Argument.”

**Due by 11:59 p.m. on Saturday, April 16: Researched Position Paper mini-prospectus.**

**April 19** “Rogerian Argument, continued.”

**April 21 First submission of Researched Position Paper due.**

“Arguing in Academic Disciplines.”

**For next class: peer review of Researched Position Paper due.**

**April 26 Peer review of Researched Position Paper due.**

Feedback on first submission returned; discuss first submissions, grading criteria, grading rubric; continue “Arguing in Academic Disciplines.”

**April 28**  “Rhetoric vs. Philosophy Revisited.”

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

**May 5** Concluding remarks; review for final exam; course evaluations.

**May 10 Final submission of Researched Position Paper due.**

**Final exam, 11:00-1:30.**