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**The University of Texas at Arlington**

**ENGL 1302**: **Rhetoric and Composition II**  
 **Spring 2016**

**Section 006:** MWF 9-9:50 TH 215

**Section 061:** MWF 10-10:50 PH 202

**Section 071:** MWF 2-2:50 PH 207

**Instructor:**  Dr. Nancy Rosenberg England  
**Email:**  [nengland@uta.edu](mailto:nengland@uta.edu) or [nrosenberg@uta.edu](mailto:nrosenberg@uta.edu)

**Blackboard:** [elearn.uta.edu](http://www.elearn.uta.edu/)  
**Office/Hours:** [Carlisle Hall 606](http://www.uta.edu/maps/?building=CARH)/MWF 11-noon or by appointment (no office hours during final exam week)

## Required Textbooks:

1. First-Year Writing: Perspectives on Argument (2013 UTA custom 3rd edition)
2. Graff and Birkenstein, *They Say/I Say* 2nd edition
3. Notebook for Response Journal (separate from class notes)

**Course Content and Policies: ENGL 1302 Rhetoric and Composition II** 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. Prerequisite: Grade of C or better in ENGL 1301.

**Student 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

**Activities/Assignments:**

Papers must be uploaded to Blackboard prior to the start of class on the due date specified on the Course Schedule.

**Issue Proposal:** This semester you’ll be conducting research on a single 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. - Discussion and sample on pp. P51-6 in *FYW*.

**Annotated Bibliography:** For this assignment you will create a list of relevant sources that represent multiple perspectives on your chosen issue. Each annotation will contain a brief summary of the source's main claims, an evaluation of the reliability of that source, and a brief discussion about how you might use the source in your Researched Position Paper. - Discussion and sample on pp. P57-8 in *FYW*.

**Mapping the Issue Paper (formerly Exploratory Paper):** For this paper, students will describe the changing scholarly approaches (i.e., discuss the relevent literature by scholars in the field) surrounding your chosen issue by describing and **connecting** the multiple positions scholars have taken on your issue (Minimum of 3 different perpsectives on the issue)—students will write in a professional, 3rd person perspective. - Discussion and sample on pp. P59-65 in *FYW*.

**Researched Position Paper:** For this paper, students will advocate an arguable position on the way the media presents and frames your chosen issue with a well-supported argument written for an academic audience. - Discussion and sample on pp. P66-73 in *FYW*. In addition, the following link goes to research help and ideas:

[http://libguides.uta.edu/english](https://owa.uta.edu/owa/dolson@exchange.uta.edu/redir.aspx?C=0bf892d2d94143e8a96a0108172eb365&URL=http%3a%2f%2flibguides.uta.edu%2fenglish)

**Response Journal:** Bring a notebook (composition or thin one-subject spiral) for your Response Journal to each class. It will include writing homework (assigned in class for next class) as well as select in-class writing. You will date and title each entry. The Response Journal will be collected periodically throughout the semester and should therefore be separate from your class notes.

**Peer Critiques:** Each essay will include mandatory peer critique workshops in class. Five points are deleted from the final paper grade for a missing workshop. It is important that you attend class on peer review days, as you will not be able to make up these points.

**Grade Distribution:**

Issue Proposal 10%

Annotated Bibliography 20%

Mapping the Issue Paper 20%

Researched Position Paper 35%

Response Journal 15%

Total possible = 100%

**Final grades will be calculated as follows:** A=90-100%, B=80-89%, C=70-79%, F=69%-and below; Z=see the Z-grade policy below.

**Grade:** 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 F grade, which negatively affects GPA, will be assigned to students who do not attend class regularly, do not participate actively, or do not complete assigned work satisfactorily (i.e., meets the minimum standards of the assignment).

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.

**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.

**Syllabus and Schedule Changes:** Instructors attempt to make their syllabi 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.

## Course Schedule

Assignments and due dates are subject to change. This syllabus is your roadmap; print out and bring a copy of it along with your textbooks, *First Year Writing* (*FYW*) and *They Say, I Say* (*TSIS*) to each class. Readings/assignments are due are on the date listed.

**Readings/Major Assignments Due:**

|  |  |
| --- | --- |
| **Week 1** | |
| W 1/20 | Introduction to course |
| F 1/22 | Academic argument, how to ask questions, issues |
| **Week 2** | |
| M 1/25 | *FYW* Ch. 1 “A Perspective on Argument” |
| W 1/27 | Entering academic conversations, ideas vs. opinions, asking questions |
| F 1/29 | *TSIS* Preface, Introduction, and Ch. 9  *FYW* Ch. 2 “The Rhetorical Situation” |
| **Week 3** | |
| M 2/1 | Finding issues/themes/ideas |
| W 2/3 | *FYW* Ch. 3 “Reading, Thinking, Writing about Issues”  *TSIS* Chs. 1 and 7 |
| F 2/5 | Critical thinking, logic, and reason |
| **Week 4** | |
| M 2/8 | ENGL 1302 assignments in *FYW* pp. P47-P73. Pay careful attention to the Issue Proposal. |
| W 2/10 | *FYW* Ch. 13 “The Research Paper” |
| F 2/12 | Review and discuss sample Issue Proposal |
| **Week 5** | |
| M 2/15 | **In-class peer critiques of Issue Proposals (full draft)** |
| W 2/17 | **Issue Proposal DUE**  Discuss strengths and weaknesses of Issue Proposal and trajectory of research project.  *Assign Annotated Bibliography* |
| F 2/19 | How to research, academic sources |
| **Week 6** | |
| M 2/22 | *TSIS* Ch. 4 |
| W 2/24 | *FYW* Ch. 6 “The Core of Your Argument: Reasons and Evidence” |
| F 2/26 | *TSIS* Chs. 2, 3, 5  *FYW* pp. 160-162 Inquiries |
| **Week 7** | |
| M 2/29 | *FYW* Ch. 7 “The Core of Your Argument: Reporting Evidence” |
| W 3/2 | Warranting claims and reasons |
| F 3/4 | *FYW* Ch. 3 “Reading, Thinking, and Writing about Issues” |
| **Week 8** | |
| M 3/7 | Review for Annotated Bibliography |
| W 3/9 | **In-class peer critiques of Annotated Bibliographies** |
| F 3/11 | **Annotated Bibliography DUE**  Review Mapping the Issue Paper assignment in *FYW* p. P59  Sample in *FYW* pp. liii-lv  *Assign Mapping the Issue Paper* |
| **Week 9 – Spring Break!** | |
| M 3/14 | No class |
| W 3/16 | No class |
| F 3/18 | No class |
| **Week 10** | |
| M 3/21 | *FYW* Ch. 5 “Supporting Claims: Appealing to Logos, Ethos, and Pathos”  Discuss Mapping the Issue Paper and review of literature, structure, mapping ideas. |
| W 3/23 | Claims exercise |
| F 3/25 | Organizing your sources, academic dialogue |
| **Week 11** | |
| M 3/28 | **In-class peer critique of Mapping the Issue Paper** |
| W 3/30 | **Mapping the Issue Paper DUE**  Researched Paper assignment *FYW* p. P66  Assign Researched Position Paper |
| F 4/1 | *FYW* Ch. 8 “Your Reader’s Role in Your Argument”  *TSIS* Ch. 6 |
| **Week 12** | |
| M 4/4 | *FYW* Sample Research Paperp. P70  Questions about Research Paper project. Write in your Response Journal a list of questions you still need to answer/information you still need to gather for your Research Paper and search terms for library work. Outlining your argument, creating effective outlines |
| W 4/6 | In class—Draft a working outline of your Research Paper in which you include a working thesis, one or two reasons, support your reasons with evidence.  Outline of your Research Paper, including main claim, “so what,” reasons, and support. |
| F 4/8 | *TSIS* Ch. 10  Making your case, constructing a detailed argument, practice thesis statements |
| **Week 13** | |
| M 4/11 | Warrants, claims, and evidence |
| W 4/13 | *FYW* Ch. 11 “Rogerian Argument and Common Ground” |
| F 4/15 | *FYW* p. 286-7  Complete Rogerian Argument in Response Journal |
| **Week 14** | |
| M 4/18 | *FYW* Chs. 12-13 “Review and Synthesis…” and “The Research Paper…” |
| W 4/20 | **Peer review draft of INTRODUCTION ONLY** of Research Paper  In-class work on Research Papers |
| F 4/22 | Discuss introduction drafts, review organization of body drafts, making sure you have a thesis |
| **Week 15** | |
| M 4/25 | **Peer review draft of BODY ONLY** of Research Paper  In-class work on Research Paper |
| W 4/27 | **Peer review of FULL DRAFT** of Research Paper  In-class work on Research Paper |
| F 4/29 | In-class film: *Twelve Angry Men* |
| **Week 16** | |
| M 5/2 | Film continued |
| W 5/4 | Film continued |
| F 5/6 | **Research Paper DUE! Last Day of Class**  Film completed and Film Response |
| **Final Exam Week**  There will be no final exam in this course. | |

**Late Work Policy:** Missed work (in-class writing, group work, homework, etc.) cannot be made up unless you inform the instructor of a valid absence in advance with documentation (university-sanctioned activities, military, religious observances, unexpected hospitalization). Papers must be uploaded to Blackboard prior to the start of class on the due date specified on the Course Schedule. The paper and homework are penalized ½ letter grade for each day (not class day) they are late; the first deduction for the paper begins with papers uploaded after the start of class. No late papers are accepted after three days.

**Attendance Policy**: Since the nature of this course largely relies on class participation and working in groups with other students, it is important for you to attend each class. Five missed classes will result in a five-point deduction from your final grade, with five points deducted for each additional class after five. Students are held responsible for all academic work required during their absence regardless of the reasons for those absences, and so if you must be absent, remember to obtain notes, etc., from a classmate. Quizzes on assigned readings will be given at the beginnings of some classes. It is the responsibility of student athletes to have informed the instructor of their schedule and to make up all missed work.

**Loss Prevention Policy:** Don’t lose your work!: Save your documents as you are working on them. Save your work using your flash drive, email, the J drive provided by the university, or another method (more than one method is recommended). For university computers, remember that documents saved to the desktop or drives other than the J drive are lostwhen you log out. Note: Computer and printer problems are not valid excuses for late work.

**Classroom Behavior:** Class sessions are short and require your full attention. Be respectful to your classmates and instructor: All cell phones and other electronic devices should be turned off or put on silent/vibrate in the event of an emergency and put away when entering the classroom; all earpieces should be removed. Cell phone use is distracting to your classmates and instructor. Store newspapers, magazines, and other distractions so that you can concentrate on the readings and discussions each day. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately.

**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/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](http://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. 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 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>. Include your course and section number in the subject line when emailing the instructor. Your instructor will check her email at least once daily M-F prior to 5 p.m.

**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 publish student feedback 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.

**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. 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.

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**The Writing Center:** Students are encouraged to speak to or email me if they need assistance with assignments. Help is always available directly through the instructor. In addition, the English Writing Center is located in Room 411 Central Library.  Hours for Spring 2016 are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays, and Noon to 5 p.m. Saturdays and Sundays. Students must register and can make appointments online at [http://uta.mywconline.com](https://legacy.uta.edu/owa/redir.aspx?SURL=IhTVT9AI_iLsSU7SKnk3eS-pjl7PKit_bKbfwktYPoe6M-zTAh_TCGgAdAB0AHAAOgAvAC8AdQB0AGEALgBtAHkAdwBjAG8AbgBsAGkAbgBlAC4AYwBvAG0A&URL=http%3a%2f%2futa.mywconline.com). Face-to-Face and online appointments for undergraduate students are scheduled for 20, 40, or 60 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](https://legacy.uta.edu/owa/redir.aspx?SURL=ZyXqySfd2D8PDEXHJ9i37rs6BfpIwWo4ZUb_PAU1JNe6M-zTAh_TCGgAdAB0AHAAOgAvAC8AdwB3AHcALgB1AHQAYQAuAGUAZAB1AC8AbwB3AGwA&URL=http%3a%2f%2fwww.uta.edu%2fowl) for more information about services and guidelines.

**ENGL 1302** **Syllabus Contract**

**Spring 2016**

Agreement to Syllabus Policies and Academic Honesty  
  
Academic Integrity:  
            If you are suspected of academic dishonesty, you may be called before the Vice President of Student Affairs for disciplinary action.  Forms of academic dishonesty include:  Collusion - lending your work to another person to submit as his or her own; Fabrication - deliberately creating false information on a works cited page; and Plagiarism - the presentation of another person’s work as your own, whether you mean to or not.  Allowing another writer to write any part of your essay is also plagiarism.  Plagiarism is easy to avoid; simply acknowledge the source of any words, phrases, or ideas that you use.  If you are not sure how to quote or paraphrase a source, etc., please check with me.

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 I have read and understood the syllabus, and I agree to abide by the course policies, including the section on academic integrity.

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Signature Section #