Syllabus —English 1302

Last updated May 2

## **English 1302: Rhetoric and Composition I**

## SPRING 2016

**Instructor:** Larry D. Huff

Course Information: 1302-075/Preston Hall 200

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**ENGL 1302 RHETORIC AND COMPOSITION II: This course satisfies the University of Texas at Arlington core curriculum requirement in communication**. 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. This course focuses on critical engagement with ethical and social issues and the development of academic arguments that communicate a specific point of view.**Prerequisite: Grade of C or better in ENGL 1301.**

***Core Objectives:***

***Critical Thinking Skills:*** *To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*

***Communication Skills:*** *To include effective development and expression of ideas through written, oral, and visual communication.*

***Teamwork:*** *To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.*

***Personal Responsibility:*** *To include the ability to connect choices, actions and consequences to ethical decision-making.*

**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.**

###### Graff and Birkenstein, *They Say/I Say,* 3rd edition ISBN:0393935841

First Year Writing: Perspectives on Argument, 3rd edition       ISBN: 1256744506 (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.))  
Ruszkiewicz, et al, The Scott Foresman Writer, 1st edition  ISBN: 1256291935  
Pearson Writer (APP and Computer Access) -- ValuePack Access Card, 1st edition  ISBN: 032197235X

**Description of Major Assignments.**

**Issue Proposal (2/23):** This semester you’ll be conducting research on an 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.

**Annotated Bibliography (3/22):** For this assignment you will create a list of at least 10 relevant and appropriately chosen sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

**Mapping the Issue (3/29- 4/5):** For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue—all from a completely neutral point of view.

**Researched Position Paper (Due 4/28):** For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

**Final Presentation (Due 4/28):** Every student will be required to complete a visual presentation on the work they have done for the Reasearched Position Paper.

**Analytical Writings/Quizzes/Daily Work:** More specific **analytical writing** prompts will also be provided. [Instructors will want to provide specific instructions to students about each analytical writing assignment.]

**Quizzes** maybe assigned if students do not come to class prepared and/or to assess reading comprehension/critical thinking.

**Daily work** encompasses all homework, in-class writing activities, etc.

**Class Participation:** Students are given (100) participation points at the beginning of the semester and may lose up to (5) points daily if they fail to participate in class. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions. [Instructors who include class participation as part of the course grade must be able to articulate how the grade will be calculated. That explanation should be included on the syllabus. Instructors cannot create an attendance grade—see “Participation Policy” section below for more information.]

**Peer Reviews.** Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members’ participation. [It is no longer considered a Best Practice to collect all essay process material in folders submitted by students. If you include this requirement spell it out here. You may prefer to look at materials during the writing process and not in a portfolio, and this is the practice we believe best benefits students.] It is **very important that you participate in peer review, as you will not be able to make up these points.**

**Grades.** Final grades in ENGL 1302 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 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.

The F grade, which does negatively affect GPA, goes to failing students who do not participate actively in class, and/or do not complete assigned work.

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

Issue Proposal 15%

Annotated Bibliography 10%

Mapping the Issue 20%

Researched Position Paper 30%

Final Presentation 5%

Analytical Writing/Quizzes /Daily Work 15%

Participation 5%

Final grades will be calculated as follows: A=90-100%, B=80-89.99%, C=70-79.99%, F=69.99%-and below; Z=see the Z grade policy above. .

**All major essay projects (IP, AB, MI, and RPP) must be completed to pass the course.** If you fail to complete an essay project, you will fail the course, regardless of your average. [Completion means that something is turned in as a “final draft.] **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Choosing a Topic:** The assignments in English 1302 are set up to build upon one another throughout the course of the semester. Because of this, you will need to pick a topic for the Issue Proposal and then you will stay with that topic for the entire semester. You may not change your topic without permission from me. If you feel at some point after choosing a topic that you want to change topics, then you will need to make an appointment to see me so that we can discuss what this will require; however, if this happens you will be required to rewrite every assignment you have submitted to reflect the new topic. The new assignments would be graded and that grade would replace the grade you made on your first assignments, regardless of whether that grade is higher or lower.

**Turning in Assignments to Blackboard:** All major assignments (IP, AB, MI, and RPP) in this course will be submitted to Blackboard. I will not accept any assignments via e-mail. All assignments submitted to Blackboard must be saved as a .doc or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

**Expectations for Out-of-Class Study:** For every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc.

**Grade Grievances:** First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10>.]

**Late Enrollment Policy:** Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Late Assignments.** All assignments are due at the beginning of class on the due date specified. The only assignments accepted late will be the final drafts of the four major assignments in this course (IP, AB, MI, and RPP). Analytical Writings/Homework **will not** be accepted late. The four major assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission *in advance of the due date*. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

**Paper Reuse Policy** – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. 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.

**Participation Policy.** Improvement in writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.  
  
[other optional language: Students are given (100) participation points at the beginning of the semester and may lose up to (5) points daily if they fail to participate in class. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions.]

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, [insert your attendance policy and/or expectations, e.g. “I will not take attendance” or “I allow students to attend class at their own discretion” or “I have elected to take attendance but will not factor attendance into the grade” or “I have decided that attendance at class meetings is not required but strongly encouraged” or “I have established following attendance policy: …” Your policy must reflect the required FYW policy that attendance will not be factored into the student’s grade (see participation section above]

. It is important that students understand that any attendance rules applied in your course are your own and not a matter of institutional policy. Doing so will keep the University in compliance with Federal regulations as they apply to Title IV funding. (For a summary, see <http://www.tgslc.org/pdf/Program-integrity-R2T4-Taking-Attendance.pdf>

**Classroom Behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1302 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. 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 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 asked to leave class and/or referred to the Office of Student Conduct.

**Classroom Visitors:** [Only students officially enrolled in your section may attend class. Students should NOT bring their children, spouses, or friends to class. Even if UTA has classes on a public school holiday, students should not bring their children to class.  If someone wishes to bring a visitor to class, this should be addressed ahead of time, and it should be for specific academic purposes. However, lack of child care is not one of those reasons. If a student has a child or dependent who is ill, the student should use one of the allowed absences to stay home and care for their loved ones. Please clearly set out your visitor policy here in the syllabus so all of your students will understand the policy. If you want to invite a speaker or guest to your class, please let us know about this. We need to go through some official channels to arrange official guests/visitors. (We also should not bring our children to class.)] Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

**Academic Integrity.** All students enrolled in this course 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.*

Instructors 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.

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 or colluding with another to prepare assignments. 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. All students caught 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](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).

### 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. Contact the Financial Aid Office for more information.

**Writing Center.** The English Writing Center is located in Room 411 Central Library.  Hours 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](http://uta.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](http://www.uta.edu/owl) for more information about services and guidelines.

### Workshops: The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at [www.uta.edu/owl](http://www.uta.edu/owl).

### Classroom Visits: Faculty can request 20 minute classroom visits in which one of our consultants will explain Writing Center services and will show students how to register, make appointments, find information on workshops, and use our other online resources. Please register and complete an appointment form and include classroom, number of students, and any specific concerns in the additional information box.

In addition to one-on-one consultations, the Writing Center will offer FYC and grammar workshops periodically throughout the semester. For more information on these, please visit us at <http://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: All First-Year English courses have access to research guides that assist students with required research. To access the guides go to <http://libguides.uta.edu>. 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. Other helpful information may be found at links provided below:

Library Home Page <http://www.uta.edu/library>

Ask a Librarian [http://ask.uta.edu](http://ask.uta.edu/)

**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).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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>.

**Emergency Exit Procedures:** **[NEW and REQUIRED]** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency 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 handicapped individuals.

[As you see, this new section requires faculty members to be fully aware of the exits nearest their classrooms, even before the semester begins. In the case that you are unable to ascertain this information in time for your syllabus, you must be sure to explain to your students on day one how best to exit the building. Inclusion of this verbiage as well as a brief discussion on the matter with your students at the beginning of the term is mandated by UT Arlington Procedure 7-6: Emergency/Fire Evacuation Procedures (<https://www.uta.edu/policy/procedure/7-6>).]

**Electronic Communication Policy. Clarify your class email policy here. Please make sure students understand you will only communicate with them using UTA email (both from you and from them).** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. 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 for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week 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.

**Conferences and Questions:** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

**Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I 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 major changes in writing.

**Course Schedule.** Assignments are due on the day they are listed.

[Should you learn that your class roster includes students with physical/sensory disabilities, you should arrange to meet *in private* with each of these students to discuss their needs for assistance in the event of an emergency evacuation.]

**Emergency Phone Numbers**: [Optional but strongly recommended] In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

[We strongly recommend that you place this information at the very end of your course syllabus or in the footer of the first page. We further recommend that you enter the UTA Police Department’s emergency phone number into your own mobile phone. For non-emergencies, contact the UTA PD at 817-272-3381.]

**ENGL 1302 Syllabus Contract**

I have read and understood the syllabus, and I agree to abide by the course policies.

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Print Name Date

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Signature Date

**Permission to Use Student Writing**

Student’s Name

Class Number and Section

Instructor Name

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

Student’s signature

UTA ID Date

## \*\*Text in **RED** are notes to instructors. Make sure to remove these before providing syllabus to students.

\*\* Text in BLUE provides suggestions for Writing Workshop days. Convert to black ink if you keep in syllabus.

\*\* AW: This abbreviation stands for Analytical Writing. AW assignments are substantive daily/homework assignments having clear carryover to the major essays. Instructors who use these AW assignments should consider them as informal drafts of sections from the major assignments. Completion grades or blanket 100 grades may signal to students their written sections are approved and sufficient for inclusion in later drafts. Instructors should consider the AW assignments as opportunities to provide meaningful feedback to students in the early stages of drafting.

Samples of AW Assignments, RPP Presentation Assignment, and other activities may be found in 1302 content area on FYC ORG through Blackboard.

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## **English 1302: Rhetoric and Composition II**

**(Daily Schedule)**

| **Week** | **Date** | **Class Topic and Daily Readings** | **Assignments Due** |
| --- | --- | --- | --- |
| **1** | 1/19/06 | Course introduction. Policies and procedures.  **Diagnostic Essay (in-class)** | Signed Syllabus Contract |
| **1** | 1/21/16 | The Rhetorical Situation and Entering Academic Conversations  **Read:** *FYW*:pp. P17-P20 , P49-P50, and Ch. 2 (39-42, 48-50, bottom of 51-55) **and** *TSIS*: Preface and Introduction | Syllabus Scavenger Hunt |
| **2** | 1/26/06  1/28/16 | Introduction to Argument  **Read:** *FYW* Ch. 1 (pages 2-23, 36) **and** *TSIS* Ch. 1  [Group activity on issues available on Blackboard FYC page.] | **AW #1:** Choose a current issue that interests you. First write a brief (1/2 page) summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the *TSIS* Introduction to help organize your ideas.  (The prompts for the AWs are printed in the sample syllabus as a way to provide context. All prompts are available in 1302 folder of FYC ORG. It isn’t required or necessary to reprint these here for students.) |
| **3** | 2/2/16 | Discuss ENGL 1302 Assignment Sequence  Assign Issue Proposal.  **Read:** ENGL 1302 assignments in *FYW* pp. P48-P69. Pay careful attention to the Issue Proposal (IP) and Annotated Bibliography (AB) **and** *TSIS* Ch. 7 and 10 | 1.Type at least 3 questions about each IP and AB.  **2. AW #2:** Name another current issue that interests you. Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue? |
| **3** | 2/4/16 | Creating a Research Plan  **Read:** *FYW* Ch. 3 (pages 64-70, 73-81) and Ch. 4 (104-111) | **AW #3:** Select the issue that you plan to write your papers on this semester (you may use one of the issues that you have already explored in the first two summary responses for this assignment). After applying the Twelve Tests of an Arguable Issue (*FYW* pg. 36) to the issue and being able to answer “yes” to all twelve, draft a response to invention questions 2-4 in the Issue Proposal assignment for the issue (*FYW* pg. P51-P52). |
|  | 2/3/16 | **Census Date:**  **Last day to withdraw without a W** |  |
| **4** | 2/9/16 | Discuss Current Issues / Review and Discuss Sample IP / Academic Dishonesty  **Read:** Sample IP in *FYW* pp. P55-P56  [In-class Plagiarism Activity available on Blackboard FYC page.] |  |
| **4** | 2/11/16 | MLA Citation / Peer Review Workshop  **Review:** *FYW* pp. 369-395  (The Peer Review Assignment is located in FYC ORG on Blackboard. This assignment, as a best practice, should be completed as homework and perhaps discussed later during a class day. If this day is used for the discussion, you might use a previous day to introduce the assignment and assign the partners. You may also wish to move the peer review workshop to a later day, after there has been some in-class writing work on the IP and students have completed the Peer Review Assignment for homework.) | **Draft of Issue Proposal** (Bring **two** copies to class |
| **5** | 2/16/16 | IP Writing Workshop  In-Class Work on Issue Proposals  **Review:** *FYW* Chapter 3 & 4  **In-Class:** Refining your issue and claim  (We encourage focused in-class writing days where students complete drafts of essay sections. Instructors may wish to also conduct conferences to discuss drafts with individual students.) |  |
| **5** | 2/18/16 | IP Writing Workshop  In-Class Work on Issue Proposals  **Review:** *TSIS* Chapter 7  **In-Class:** workshop “so what” and “who cares” |  |
| **6** | 2/23/16 | Discuss strengths and weaknesses of IP and trajectory of research project. Assign annotated bibliography (AB).  Discussion/Workshop: What is a well-rounded source list?  **Review:** AB assignment in *FYW* pp. P57-P58  [Instructors can discuss types of sources expected, required types of sources, multiple positions, etc.] | **Issue Proposal Final Du**  Team Member Assessment Survey |
| **6** | 2/25/16 | Library Day: Finding Sources Workshop (#\_\_\_)  [An in-class workshop could take the place of this library day. Instructors will need to arrange the library instruction by contacting designated FYC librarian. The course schedule may need adjustment in order to arrange library time for your classes.] |  |
| **7** | 3/1/16  3/3/16 | Reasons and Evidence / Audience Analysis  **Read:** *FYW* Ch. 6 (pp. 142-160) **and** *TSIS* Ch. 2 & 3  [*Shorthorn* audience/”they say” activity available on Blackboard FYC page.] | **AW #4:** Read the essay “Guns in America” (*FYW* pgs. 172-174) and then answer questions 1 and 2 of Task 1 and 1-4 of Task 2 (*FYW* pgs. 171-172). Your answers should be in complete sentences and should elaborate on the question. Specifically, question 1 of Task 1 should not just be a number, but should include which reasons are supported and with what evidence. Your answers to questions 1-3 of Task 2 should not just be “yes” or “no,” but should also give an explanation of why. |
| **7** | 3/8  3/10 | Reporting Evidence  **Read:** *FYW* Ch. 7 (pp. 176-191)  [In-class writing: Identify 3 things from *FYW* Chapter 7 (types of evidence or strategies, for instance) and explain how you plan to apply or use them in your MI and/or RPP.]  Review Ethos, Pathos, and Logos  **Read:** *FYW* Ch. 5  (Alert students to look for these appeals in the various arguments made about their issue. Have students prepared to address the appeals made in sources they find.) | **AW #5:** Full citation and annotation of three sources you will be using in your Annotated Bibliography. These MUST be argumentative sources (as opposed to background information) and they need to be three different positions within your issue. Follow the instructions of the Annotated Bibliography Assignment Prompt in your *FYW*. |
| **8** | 3/14 | SPRING BREAK |  |
| **8** | 3/19 | NO SCHOOL  BE SAFE - ENJOY | Questions about MI assignment. |
| **9** | 3/22 | Discuss strengths and weaknesses of AB. Assign Mapping the Issue (MI).  **Review:** MI assignment *FYW* pp. P59-P62  [MI Invention Activity is available on Blackboard FYC page.]  Analyzing and Incorporating Sources  **Read:** *TSIS* Ch. 8 **and** “Incorporating Sources Effectively” (BB)  [Class Activity “Source Analysis for MI” is available on Blackboard FYC page] | **Annotated Bibliography Final Due**  .  Team Member Assessment Survey |
| **9** | 3/25 | Warranting claims and reasons / Discuss Sample MI  **Read:** *FYW* Ch. 9, MI sample in *FYW* (pp. P63-P65)  (Have students think about warrants/assumptions of various positions analyzed in their MI essays.)  **In-class work: Comparing Different Points of View**  **Review: *FYC* Chapter 12** | **AW #6:** Choose one position and source for that position that you plan to use in your Mapping the Issue. Following the MI Assignment Prompt in your *FYW* (specifically, Invention #3), draft two paragraphs for your MI – one that explains the position and one that analyzes the source that you are using as an example of that position. |
| **10** | 3/29 | Peer Review Workshop  (The Peer Review Assignment is located in FYC ORG on Blackboard. This assignment, as a best practice, should be completed as homework and discussed later during a class day. You might use this day to introduce the assignment and assign the partners. You may also wish to move the peer review to a later day, after there has been some in-class writing work on the MI.) | **Draft of Mapping the Issue** Instructors will determine how students will submit draft to them for feedback and how they will provide a draft to their peer reader(s). |
| **10** | 3/31 | Writing Workshop MI  **In-class work: Remaining Objective**  **Review: *TSIS* Chapter 11** |  |
| **11** | 4/5 | Discuss strengths and weaknesses of MI  Assign Researched Position Paper and RPP Presentation. Discuss Sample RPP.  **In-class work: Final Questions for M.I.**  **Review: M.I. Rubric**  **Review:** RPP assignment and sample in *FYW* pp. P66-P73  [“RPP Presentation Assignment” handout is available on Blackboard FYC page] | **Mapping Issue Final Due**  Those GTAs enrolled in 5359 must use this due date for their students.  Team Member Assessment Survey |
|  | 4/1  Last day to drop Friday | **Last day to drop**  **Submit requests to advisor prior to 4:00 p.m.** |  |
| **11** | 4/7 | Research Process  **Read:** *FYW* Ch.3 (pp. 82-89) and Ch. 4 (pp. 111-118) **and** *TSIS* Ch. 4 and 5  [In-class activity: Draft an outline of the RPP. Using the outline directions/template on pg. 78 of your *FYW*, create an outline for your Research Position Paper. This outline must include your claim, at least three subclaims (your reasons for your claim), and support for each subclaim (this should be the specific evidence/source you plan to use for that reason).] | Bring a list of sources you are using for each of your reasons in the RPP. |
| **12** | 4/12 | Rogerian Argument / Naysayer / Counterargument  **Read:** *FYW* Ch. 11 **and** *TSIS* Ch. 6  [Class Activity on Rogerian Argument available on Blackboard FYC page.]  [Alternatively, audience activity available on Blackboard FYC page.] | **AW #7:** Choose one position and source for that position that you plan to use in your Mapping the Issue. Following the MI Assignment Prompt in your *FYW* (specifically, Invention #3), draft two paragraphs for your MI – one that explains the position and one that analyzes the source that you are using as an example of that position. |
| **12** | 4/14 | Rogerian Argument / Naysayer / Counterargument, cont.  RPP Writing Workshop  Narrowing Your Claim  **Read:** Ch. FYW 13 (pp. 328-330, 354)  (Writing Workshop: Claim for RPP)  (Draft possible counterargument section of RPP) |  |
| **13** | 4/19 | Refining Your Introduction  **Review:** *TSIS* Chapter 7  **In-Class:** workshop “so what” and “who cares”  [In-class writing: Write Introductions] |  |
| **13** | 4/21 | RPP Writing Workshop  **In-Class Work:** Refine Response to “They Say”; Discuss Your Reason and Evidence and Appeals  **Review:** *TSIS* Chapters 1 and 4; FYW Chapters 5 & 6 |  |
| **14** | 4/26 | Peer Review Workshop  RPP Presentation Preparation  **In Class:** Discuss Visual Arguments (Bring Questions)  **Review:** *FYW* Chapter 10 (256-261)  (The Peer Review Assignment is located in FYC ORG on Blackboard. This assignment, as a best practice, should be completed as homework and discussed later during a class day. You might use this day to introduce the assignment and assign the partners. You may also wish to move the peer review to a later day, after there has been some in-class writing work on the RPP.) | **Draft of RPP Due**  Instructors will determine how students will submit draft to them for feedback and how they will provide a draft to their peer reader(s). |
| **14** | 4/28 | RPP Presentations | **RPP Final Due**  Team Member Assessment Survey |
| **15** | 5/3 | RPP Presentations |  |
| **15** | 5/5 |  |  |
| **16** | 5/10 | RPP Presentations  **LAST DAY OF CLASS**  **(We will not meet after this class. There is no final during “Finals Week.”)** |  |