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

**Spring 2017**

**Instructor:** Cathy Corder, Ph.D.

**Course Information**: Section 070, MWF 8 – 8:50am, PH 100

Section 007, MWF 9 – 9:50am, PH 100

Section 016, MWF 10 – 10:50am, PH 100

**Office/Hours**: Carlisle Hall 523, Tues 8:30 – 9:20am, Wed 11am – 1pm, and by appointment

**Email**: [ccorder@uta.edu](mailto:ccorder@uta.edu)

**Faculty Profile:** https://www.uta.edu/profiles/catherine-corder

**ENGL 1302 RHETORIC AND COMPOSITION II: This course satisfies the University of Texas at Arlington core curriculum requirement in communication**. The class continues ENGL 1301, but with an emphasis on advanced techniques of academic argument and 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 demonstrate the following:

*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

**Description of Major Assignments**

* **Issue Proposal (Due 2/20):** 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 (Due 3/6):** 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 (Due 3/31):** 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 5/5):** 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 – Signature Assignment (Due 4/28):** Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper.
* **Analytical Writings (7):** AW assignments are substantive daily/homework assignments that have clear carryover to the major essays. I will provide specific instructions about each AW that is assigned.
* **Short Writing Assignments (8):** These short assignments include draft sections of your essays, outlines, or revision plans.
* **Peer Reviews (3):** Each essay will include mandatory peer review workshops.

**Grades.** Final 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 Writing 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 attend class regularly, do not participate actively, or do not complete assigned work.

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

Draft of Issue Proposal 75 points

Issue Proposal 150 points

Issue Proposal Peer Review 50 points

Annotated Bibliography 100 points

Draft of Mapping the Issue 100 points

Mapping the Issue Essay 200 points

Mapping the Issue Peer Review 50 points

Draft of Researched Position Paper 150 points

Researched Position Paper –

Signature Assignment 300 points

Researched Position Paper Peer Review 50 points

Team Member Assessment 50 points

Final Presentation 50 points

Analytical Writings (6 @ 50 points) 300 points

Short Writing Assignments (8 @ 25 points) 200 points

**Total 1725 points**

Final grades will be calculated as follows:

1550 - 1725 points = A

1380 - 1549 points = B

1200 – 1379 points = C

1199 and below = F

**You must complete all major essay projects to pass the course.** If you fail to complete an essay project, you will fail the course, regardless of your average. **Keep all of your papers** until you receive your final grade from the university. You cannot challenge a grade without evidence. You are expected to keep track of your performance throughout the semester and seek guidance from available sources (including the instructor) if your performance drops below satisfactory levels.

**Attendance**

Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in ENGL 1302. You are expected to attend class regularly and to arrive on time.

At The University of Texas at Arlington, 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, **I will take attendance** at the beginning of class in order to comply with university data reporting requirements. If you are not present when I take attendance, I will mark you absent.

You get **four** free absences for the semester. Every absence after that will result in **5 percent of your total points** deducted from your final grade for each additional absence.

**PLEASE** do not email me to say that you won’t be in class, unless it is for a recognized excused absence (military service, official university function, religious holiday, or death in your immediate family). Do not email me and ask if you missed anything in class that day. Do not email me and ask how you can make up the work you missed. **I will not supply what you miss by email or phone. It is your responsibility to get together with a peer to get this material or make an appointment to see me in person.**

**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.

**Assignments**

**Turning in Assignments to Blackboard:** You must submit all major assignments (IP, AB, MI, and RPP) in this course to Blackboard. **I do 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, and I cannot open that file, then you will receive a zero for the assignment.

**Note:** If you are having any problems with Blackboard, please contact [helpdesk@uta.edu](mailto:helpdesk@uta.edu) AS SOON AS YOU POSSIBLY CAN. It is your responsibility to ensure that you have access to class materials.

**Late Assignments.** Papers are due at the **beginning of class** on the due date specified. **I will not accept late assignments**. For the three major essays, I will accept those up to three days late, but for each calendar day following the due date, the work will receive an additional 10-percent deduction. I do not accept work after three late days.

**Other Policies and Procedures**

**Expectations for Out-of-Class Study**: A general rule of thumb is this: 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 Writing 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 Writing. 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.

**Late Enrollment Policy:** Though I realize that sometimes 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 attendance, 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.

**Classroom Behavior.** Class sessions are short and require your full attention. Cell phones 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. **Note: I will not allow you to access on-line materials on your cell phone. Use a tablet or a laptop, or partner with someone who is will share.**

You 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 this section are allowed to attend class meetings. You 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.*

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:** Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit [www.uta.edu/titleIX](https://owa.uta.edu/owa/ccorder@exchange.uta.edu/redir.aspx?SURL=Oa8YXSZqkDl4KAO9v0IuDRrs8q0w58A41rcCFtlHVgiCTa6bHK7SCGgAdAB0AHAAOgAvAC8AdwB3AHcALgB1AHQAYQAuAGUAZAB1AC8AdABpAHQAbABlAEkAWAA.&URL=http%3a%2f%2fwww.uta.edu%2ftitleIX).

### Drop Policy. You 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 your responsibility to officially withdraw if your do not plan to attend after registering. I cannot drop you **for non-attendance**. Note: The last day to drop this semester is March 31. 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 of the 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.

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 Writing 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:** Should we experience an emergency event that requires us to vacate the building, **students should exit the room, turn to the left, go out the doors, and exit the building.** When exiting the building during an emergency, you should never take an elevator but you 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.

**Electronic Communication Policy**

**I will only communicate with you using UTA email (both from me and from you). I will always try to respond to email within 24 hours.** All students must have access to a computer with internet capabilities. You should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with you 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. ***You are responsible for checking your 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 for you 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.** I try to make my 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. I will inform you of any major changes in writing.

**ENGL 1302 Course Schedule**

| **Date** | **Class Topic and Daily Readings** | **Assignments Due** |
| --- | --- | --- |
| Wed 1/18 | Course introduction, policies and procedures |  |
| Fri 1/20 | Choosing an issue | **Signed syllabus contract** |
| Mon 1/23 | Choosing an issue  In-class work on AW#1 |  |
| Wed 1/25 | Choosing an issue  In-class work on AW#2 | **AW #1: Examine an issue** |
| Fri 1/27 | Introduce Issue Proposal essay  **Read:** Prompt for IP on Blackboard | **AW #2: Examine another issue** |
| Mon 1/30 | Review and discuss sample IP  In-class work on AW#3  **Read:**  Sample IP on Blackboard |  |
| Wed 2/1 | Creating a writing plan | **AW #3: Select an issue** |
| Fri 2/3 | IP Writing Workshop: Thesis statements |  |
| Mon 2/6 | IP Writing Workshop: Introductions | **SW#1: Draft IP introduction** |
| Wed 2/8 | Peer Review Workshop  **Read:** FYE Evaluation Rubric on Blackboard |  |
| Fri 2/10 | Peer review of IP | **Draft of Issue Proposal** |
| Mon 2/13 | Peer review of IP, Part 2  In-class work on IP | **EXTENDED OFFICE HOURS THIS WEEK FOR CONFERENCES WITH ME** |
| Wed 2/15 | In-class work on IP | **IP Peer Review** |
| Fri 2/17 | In-class work on IP  Research: What is a well-rounded source list? | **SW#2: IP revision statement** |
| Mon 2/20 | Introduce Annotated bibliography  **Read:** AB assignment on Blackboard | **Final Issue Proposal** |
| Wed 2/22 | Library Day: Finding Sources Workshop |  |
| Fri 2/24 | AB Workshop  **Read:** Sample AB entries on Blackboard |  |
| Mon 2/27 | Audience analysis | **AW #4: Three AB entries** |
| Wed 3/1 | In-class work on AB |  |
| Fri 3/3 | Review rhetorical appeals: Logos, ethos, and pathos  In-class work on AB |  |
| Mon 3/6 | Introduce Mapping the Issue essay  **Read:** Prompt for MI on Blackboard | **Annotated Bibliography** |
| Wed 3/8 | Discuss sample MI  **Read:**  Sample MI on Blackboard | **AW #5: One MI position** |
| Fri 3/10 | Analyzing and incorporating sources  In-class work on MI | **SW#3: Draft MI introduction** |
| Mon 3/13 – Fri 3/17 | **Spring Break** |  |
| Mon 3/20 | MI Writing Workshop: Comparing different points of view |  |
| Wed 3/22 | MI Writing Workshop: Remaining objective |  |
| Fri 3/24 | Peer review of MI | **Draft of Mapping the Issue essay** |
| Mon 3/27 | Peer review of MI, Part 2  In-class work on MI | **EXTENDED OFFICE HOURS THIS WEEK FOR CONFERENCES WITH ME**  **MI Peer Review due** |

| **Date** | **Class Topic and Daily Readings** | **Assignments Due** |
| --- | --- | --- |
| Wed 3/29 | Introduce Researched Position Paper and  RPP Presentation.  **Read:** Prompt for RPP on Blackboard | **SW#4: MI revision statement** |
| Fri 3/31 | Discuss Sample RPP  **Read:** RPP sample on Blackboard  **Last day to drop a class.** | **Final Mapping the Issue essay** |
| Mon 4/3 | The research process  Library day | Bring a list of sources you are using for each of your reasons in the RPP |
| Wed 4/5 | RPP Writing Workshop: Audience analysis |  |
| Fri 4/7 | RPP Writing Workshop: Thesis for your RPP | **AW#6: Audience analysis** |
| Mon 4/10 | RPP Writing Workshop: Refining your introduction | **SW#5: Draft of thesis for RPP** |
| Wed 4/12 | RPP Writing Workshop: Summarizing the issue | **SW#6: Draft of introduction to RPP** |
| Fri 4/14 | RPP Writing Workshop: Reasons, evidence, and appeals | **SW#7: Draft outline/graphic map/organizing sketch of RPP** |
| Mon 4/17 | RPP Writing Workshop: Responding to counterargument |  |
| Wed 4/19 | Peer Review of RPP | **Draft of Researched Position Paper** |
| Fri 4/21 | Peer Review, Part 2  In-class work on RPP | **RPP Peer Review** |
| Mon 4/24 | RPP Presentation Preparation  In-class work on RPP | **EXTENDED OFFICE HOURS THIS WEEK FOR CONFERENCES WITH ME**  **SW#8: RPP revision statement** |
| Wed 4/26 | RPP Presentation Preparation  In-class work on RPP |  |
| Fri 4/28 | RPP Presentations | **RPP Presentation due** |
| Mon 5/1 | RPP Presentations |  |
| Wed 5/3 | RPP Presentations |  |
| Fri 5/5 | RPP Presentations  **LAST DAY OF CLASS**  **We will not meet after this class. There is no final.** | **Final Researched Position Paper**  **Team Member Assessment Survey** |