**Argumentation Theory**  ENGL 5359 Fall 2017 Carlisle 212 Monday 6:00 p.m.- 8:50 p.m.

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**Course Description**

This course provides support for GTAs teaching ENGL 1302 for the first time and prepares students to teach written argumentation more generally. Students complete the same major assignments as ENGL 1302 students and acquire instructional materials intended to help undergraduates grasp key argumentation concepts.

Despite this pedagogical focus, the majority of the seminar will be spent reading those argumentation theorists who have been most influential in composition, including Aristotle, Perelman, Toulmin, Rogers, and Burke. The course also includes some exposure to more recent argumentation theory, with an emphasis on the ethics of argument and alternatives to argument.

**Required Texts:**

All texts can be downloaded from the “Readings” link on our Blackboard page.

**Assignments**

* Class participation **20%**
* Peer reviews **10%**
* Issue Proposal (3-5 pages) **15%**
* Annotated Bibliography **10%**
* Mapping the Issue Paper (5 pages) **20%**
* Researched Position Paper (5-10 pages) **25%**

**Policies**

* No one should miss a graduate seminar for any reason other than a dire emergency, so I expect you to record perfect attendance.
* Arriving to class late is disruptive and disrespectful to me and your classmates. I expect you to be ready to begin at 6:00 sharp.
* We will break from 7:20-7:30. It’s frustrating to wait for students to trickle back in from break, so I expect you to be ready to resume at 7:30 sharp.
* Cell phones should be turned off and put away for the entirety of class. The use of any portable device other than a laptop/tablet is strictly prohibited.

**Schedule**

Aug. 28 Introductions; discuss *Everything’s an Argument*, Ch. 1;assign Issue Proposal.

 **Read for next class: Aristotle, *Rhetoric*, Book I (available at http://classics.mit.edu/Aristotle/rhetoric.html)**

**Write for 9/4 (no class): first submission of Issue Proposal**

**Write for 9/11: peer review of Issue Proposal**

Sep. 11 Discuss Issue Proposal grading criteria and rubric; discuss Aristotle.

**Read for next class: Walker, “The Body of Persuasion: A Theory of the Enthymeme”; Macagno and Damele, “The Dialogical Force of Implicit Premises: Presumptions in Enthymemes”**

**Write for next class: final submission of Issue Proposal.**

Sep. 18 Assign Annotated Bibliography; discuss Walker and Gage.

**Read for next class: Perelman and Olbrechts-Tyteca, *The New Rhetoric*, Introduction and Part One**

**Write for next class: no writing due next week.**

Sep. 25 Review Issue Proposals; discuss Perelman and Olbrechts-Tyteca.

**Read for next class: De Velasco, “Rethinking Perelman’s Universal Audience”; Crosswhite, “Universalities”**

**Write for next class: Annotated Bibliography.**

Oct. 2 Assign Mapping the Issue Paper; discuss De Velasco and Crosswhite.

**Read for next class: Toulmin, *The Uses of Argument*, excerpts; Klumpp, “Warranting Arguments, the Virtue of Verb”**

 **Write for next class: first submission of Mapping the Issue Paper.**

Oct. 9 Discuss Toulmin and Schroeder.

**Read for next class: *First-Year Writing*,Ch. 9; Warren, “Taming the Warrant.”**

**Write for next class: peer review of Mapping the Issue Paper.**

Oct. 16 Discuss Mapping the Issue grading criteria and rubric; discuss *First-Year Writing*, Ch. 9, and Warren; practice identifying warrants.

**Read for next class: Burke, excerpts from *A Grammar of Motives*, *A Rhetoric of Motives*, and *Language as Symbolic Action***

**Write for next class: final submission of Mapping the Issue Paper.**

Oct. 23 Assign Researched Position Paper; discuss Burke.

**Read for next class: Young, Becker, and Pike, *Rhetoric: Discovery and Change*, excerpts; Kearney, “Rogerian Principles and the Writing Classroom”**

**Write for next class: mini-prospectus of Researched Position Paper that includes a full thesis, identification of the implicit warrants in the thesis, and an identification and description of the audience.**

Oct. 30 Review Mapping the Issue Papers; discuss Young, Becker, and Pike and Brent.

**Read for next class: no reading due next week.**

**Write for next class: first submission of Researched Position Paper.**

Nov. 6 “Rhetorical Chairs.”

**Read for next class: Gearhart, “The Womanization of Rhetoric”; Knoblauch, “A Textbook Argument”; Lloyd, “Beyond ‘Dichotonegative’ Rhetoric”**

 **Write for next class: peer review of Researched Position Paper.**

Nov. 13 Discuss Researched Position Paper grading criteria and rubric; discuss Lassner, Lamb, and Knoblauch.

**Read for next class: Crosswhite, “Rhetoric of Reason.”**

**Write for next class: no writing due next week.**

Nov. 20 Discuss Crosswhite.

**Read for next class: no reading due next week.**

**Write for next class: no writing due next week.**

Nov. 27 “Creating a Research Space.”

 **Write for next class: final submission of Researched Position Paper.**

Dec. 4 “Poststructuralism and Argument.” Student Feedback Surveys.