

English 1302: Rhetoric and Composition II

Fall 2018

Instructor: Vince Sosko

Course Information: 1302.001, MWF 8:00 am-8:50 am, Room TH 01

Office/Hours: Carlisle Hall 205, M 12:00-1:00 pm, W 12:00-2:00 pm

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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 or 4th edition ISBN: 0393935841
- Lunsford and Ruskiewicz, *Everything's An Argument: Custom UTA edition*, 2017
- (*Recommended*) Ruskiewicz, et al, The Scott Foresman Writer, 1st edition

Description of Major Assignments & Other Grading Factors:

Daily Oar and Analytical Writing: This class requires a Twitter account. There will be numerous class days where you will have a prompt and be required to contribute to the online conversation of the class. You must use our course hashtag, which we will determine together, when you answer the prompt to receive credit. You may also tweet me (@vincesosko) with questions, ideas, etc. Each tweet will be due by the start of class on the day it is listed. We will review them in class and utilize the Twitter conversation to jump start our face to face discussion.

Analytical writings will be assigned periodically throughout the semester, either as out-of-class work or as in-class work (both submitted to Blackboard). These shorter writing assignments are designed to facilitate your writing process throughout the different major assignments. Specific prompts will be provided and reviewed in advance.

Peer Reviews: Each essay will include mandatory peer review workshops. These will be done in class but uploaded online for a grade. It is very important that you participate in peer review, as you will not be able to make up these points.

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

Issue Proposal (Due Sept. 24): This semester you'll be conducting research on an issue that you select within the parameters of our course topic. 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 Oct. 15): 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 Nov. 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 [Signature Assignment] (Due Dec. 5): For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

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

12%	Issue Proposal (36 pts.)
10%	Annotated Bibliography (30 pts.)
18%	Mapping the Issue (54 pts.)
30%	Researched Position Paper (90 pts.)
10%	Peer Review (30 pts.)
10%	Daily Oar and Analytical Writing (30 pts.)
<u>10%</u>	<u>Participation (30 Pts.)</u>
100%	Total (300 pts.)

Class Participation. You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and

answering questions, and presenting a general attitude of interest in the course content. Improvement in writing is a complex process that requires a great deal of practice, feedback from readers, and active engagement with course material. Regular attendance is thus necessary for success in ENGL 1302. Students are expected to attend class regularly and to arrive on time. 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.**

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, I will take attendance daily, and after three unexcused absences, you will have 5 points deducted from your participation grade for each additional absence. This penalty affects your participation grade because you cannot be actively engaged with the course if you are not present and willing to work.

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 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 attend class regularly, do not participate actively, or do not complete assigned work.

Final grades will be calculated as follows: A=90-100%, B=80-89.9%, C=70-79.9%, F=69.9%-and below, Z=see the Z grade policy above.

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. You cannot challenge a grade without evidence.

I will update your grades on Blackboard regularly. 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 an issue for the Issue Proposal and then you will stay with that issue for the entire semester. For this

course, all issues must fall under the topic of gender. This is an expansive topic with many approaches to take, and we can discuss possibilities if you find it difficult to select an issue related to gender.

You may not change your issue without permission from me. If you feel at some point after choosing an issue that you want to change, 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 issue. 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.

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.

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.

Late Assignments. Papers are due at the beginning of class on the due date specified. Peer reviews and analytical writing assignments **will not** be accepted late. Major assignments turned in after the due date will receive a 10% 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 10% deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

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 required materials, completing assignments, working on drafts, etc. This is a general expectation and as skill levels vary may necessitate more or less time.

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.

For undergraduate courses, see

http://wwweb.uta.edu/catalog/content/general/academic_regulations.aspx#10.

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. All cell phones should be **turned off and put away when entering the classroom**; all earpieces should be removed. This class utilizes social media, in-class writing and revising, and research. If you have a laptop, please bring it to class each day, although we will only use them during specific lessons. With this in mind, it is imperative that you use your class time wisely. Do not work on other course work, surf your own social media sites, or answer emails during class. 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/or 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 in and out of class.

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.

Social Media Policy. This course uses Twitter as a platform for discussion outside of our face-to-face class. If you wish your responses not to appear in public, please see me about alternatives. The use of this platform is to encourage discussion, practice rhetorical strategies in an ever-changing digital world, and generate resources for class members. Students who use the course's social media presence to post inappropriate material will be penalized. This includes bullying, irrelevant material, and explicit material.

Classroom Visitors. 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.

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.

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.

Disability Accommodations. 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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Non-Discrimination Policy. 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.

Diversity Statement. The University of Texas at Arlington's Committee on Diversity and Inclusion affirms our strong commitment to maintaining the principles of inclusion and diversity at the core of our university. At a time of uncertainty, we firmly stand behind all our students, faculty, and staff, regardless of national origin, race, ethnicity, religion, disability, sexual orientation, gender identity, and other differences that make us one of the most diverse college campuses in the country.

Anyone who believes her/his safety has been compromised is encouraged to contact the [Committee on Diversity and Inclusion](#).

Title IX Policy. The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.*

Counseling and Psychological Services, (CAPS). www.uta.edu/caps/ or calling 817-272-3671 is available to all students to help increase their understanding of personal issues, address mental and behavioral health problems, and make positive changes in their lives.

Writing Center. The English Writing Center is located in Room 411 Central Library. Their fall 2018 hours are 9am to 8pm Mon.-Thurs., 9am to 3pm Fri. and Noon to 5pm Sat. and Sun. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students are scheduled for 15, 30, 45, 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 hour-long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

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>

First-Year English Research Guides: <http://libguides.uta.edu/firstyearenglish>

English Subject Librarians to Contact: Gretchen Trkay, gtrkay@uta.edu or Diane Shepelwich, dianec@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, or view the information at 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 and move toward the nearest exit, at the stairwell. 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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Electronic Communication Policy. I will only communicate with students electronically using UTA email (both from mine and yours). I will return emails within 24 hours during the week, and will try my best to keep up with emails on the weekend. 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.

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. It is not always a guarantee that I will be in my office (Carlisle Hall 205) during these scheduled hours. These times are reserved for students to meet face-to-face by making 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 24 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.

Emergency Phone Numbers. 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.

ENGL 1302 Course Schedule. Assignments are due on the day they are listed. Schedule subject to revision.

Syllabus Abbreviations	
<i>TSIS: They Say/I Say</i>	IP: Issue Proposal
<i>SFW: The Scott, Foresman Writer</i>	AB: Annotated Bibliography
<i>EAA: Everything's An Argument</i>	MI: Mapping the Issue
AW: Analytical Writing	RPP: Researched Position Paper

Week	Date	Class Plan	Assignments Due
1	WED 8/22	Introduction to the course, student responsibilities, academic conversation and syllabus/policies	
1	FRI 8/24	Diagnostic Essay Why Gender?	Daily Oar: Tweet a welcome to your classmates Due: Signed Syllabus Contract
2	MON 8/27	The Rhetorical Situation and Entering Academic Conversations Read: <i>TSIS</i> Preface and Introduction Read: <i>EAA</i> Ch. 1 pg. 21-27 [Starting with "Appealing to Audiences" section]	Daily Oar: Worst writing block in 280 characters Due: Diagnostic Essay
2	WED 8/29	Introduction to Argument Read: <i>TSIS</i> Ch. 1 Read: <i>EAA</i> Ch. 1 pg. 3-21	AW #1: Discovering a current issue related to gender that interests you.
2	FRI 8/31	The Discourse of Academic Argument Read: <i>TSIS</i> Ch. 7 and 10	Daily Oar: Share a hashtag related to your chosen issue with the class
3	MON 9/3	Labor Day Holiday - NO CLASS	
3	WED 9/5	Discuss ENGL 1302 Assignment Sequence Assign Issue Proposal	Response: Type at least 3 questions about the first two

		<p>Read: ENGL 1302 assignments in <i>EAA</i> pp. xl-lix</p> <p>Pay careful attention to the Issue Proposal (IP) and Annotated Bibliography (AB) assignment prompts</p> <p>*Be sure to use the extended weekend to do this extra reading and take helpful notes*</p>	major assignments (IP and AB) and bring them to class
3	FRI 9/7	<p>Creating a Research Plan / Working with Sources</p> <p>Read: <i>TSIS</i> Ch. 2</p> <p>In-class activity on research and using summary and quotations in writing</p> <p>In-class activity: “Stasis Questions at Work” in <i>EAA</i> pg. 20.</p> <p>*Census Date: Last day to withdraw without a W*</p>	Daily Oar: Follow a prominent voice involved in your prospective issue and comment on their contribution to the issue
4	MON 9/10	<p>Creating a Research Plan / Working with Sources (cont.)</p> <p>Read: <i>TSIS</i> Ch. 3</p>	AW #2: Selecting the issue you plan to write your papers on this semester.
4	WED 9/12	Discuss Current Issues of Academic Dishonesty	Daily Oar: Reflect upon maintaining integrity while conducting ethical research
4	FRI 9/14	Introducing the IP Peer Review Assignment	Due: First Draft of Issue Proposal
5	MON 9/17	<p>IP Peer Review Workshop</p> <p>In-class activity: Refining your issue, Refining your essay</p>	Due: IP Peer Review Assignment
5	WED 9/19	<p>IP Writing Workshop/Conferences</p> <p>Review: <i>TSIS</i> Ch. 7</p> <p>In-class activity: workshop “so what” & “who cares”</p>	
5	FRI	IP Writing Workshop/Conferences	Daily Oar: Tweet

	9/21	In-class activity: Detailing your research plan	your most pressing research question going forward this semester
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6	MON 9/24	Assign Annotated Bibliography Review: AB Assignment in <i>EAA</i> pg. xlvi-xlvii	Due: Issue Proposal Final
6	WED 9/26	What is a well-rounded source list?	Daily Oar: Tweet what has been your greatest frustration researching sources
6	FRI 9/28	Library/Research Day: Finding Sources Workshop *Subject to change depending on Library scheduling	
7	MON 10/1	Reasons and Evidence/Audience Analysis Read: <i>EAA</i> pg. 87-94 Review: <i>TSIS</i> Ch. 2 & 3	AW #3: Answer the first four questions on <i>EAA</i> pg. 89 “Composing a Rhetorical Analysis” for 3 articles you found for your AB.
7	WED 10/3	Audience Analysis	
7	FRI 10/5	Locating Claims	AW #4: Complete the questions on <i>EAA</i> pg. 90 for three of your argumentative AB articles.
8	MON 10/8	Review Logos and identify evidence Read: <i>EAA</i> Ch. 4 “Arguments Based on Facts and	Daily Oar: Tweet the claim of one of the sources you

		Reason: Logos”	have located during research
8	WED 10/10	Review Pathos and identify emotional appeals Read: <i>EAA</i> Ch. 2 “Arguments Based on Emotion: Pathos”	
8	FRI 10/12	Review Ethos and identify authority Read: <i>EAA</i> Ch. 3 “Arguments Based on Character: Ethos”	Daily Oar: Tweet what has been the most revelatory piece of evidence you have found
9	MON 10/15	Assign Mapping the Issue Paper Review: MI Assignment <i>EAA</i> pg. xlviii-liii	Due: Annotated Bibliography Final
9	WED 10/17	Fallacies of Argument Read: <i>EAA</i> Ch. 5 “Fallacies of Argument”	
9	FRI 10/19	Fallacies of Argument Continued	AW #5: Analyzing Argumentative Fallacies
10	MON 10/22	Warranting Claims and Reasons Read: <i>EAA</i> Ch. 7 “Structuring Arguments” pg. 130-150	
10	WED 10/24	Drafting Workshop for MI Analyzing and Incorporating Sources Read: <i>TSIS</i> Ch. 8 and “Incorporating Sources Effectively” (Blackboard document)	Daily Oar: Use a template from <i>TSIS</i> Ch. 10 to express a statement in a tweet
10	FRI 10/26	Introducing the MI Peer Review Assignment MI Peer Review Workshop	Due: Mapping the Issue First Draft
11	MON 10/29	MI Writing Workshop/Conferences	Daily Oar: Tweet one “Did you know?” about your issue.
11	WED 10/31	MI Writing Workshop/Conferences Review: <i>TSIS</i> Ch. 11	Due: MI Peer Review

			Assignment
11	FRI 11/2	MI Peer Review Workshop/Conferences *Last Day to Drop Submit Requests to Advisor prior to 4pm*	
12	MON 11/5	Assign [Signature Assignment] Researched Position Paper Review: RPP Assignment <i>EAA</i> pg. liv-lix	Due: Mapping the Issue Final
12	WED 11/7	Read: <i>EAA</i> Ch. 8 “Arguments of Fact”	
12	FRI 11/9	Read: <i>EAA</i> Ch. 9 “Arguments of Definition”	Daily Oar: Tweet a potential claim for your RPP

13	MON 11/12	Read: <i>EAA</i> Ch. 11 “Causal Arguments”	AW #6: RPP Mini- Prospectus
13	WED 11/14	Organizing & Drafting the RPP workshop	Daily Oar: Retweet a position relevant to your own.
13	FRI 11/16	Research Process Read: <i>TSIS</i> Ch. 4 and 5	AW#7: RPP Outline
14	MON 11/19	Introducing the RPP Peer Review Assignment Rogerian Argument/Naysayer/Counterargument Read: <i>TSIS</i> Ch. 6 Review: <i>EAA</i> pg. 126-129	Daily Oar: Who do you see as your opposition? Tweet their position Due: Researched Position Paper First Draft
14	WED 11/21	Thanksgiving Holiday – <u>NO CLASS</u>	
14	FRI 11/23	Thanksgiving Holiday – <u>NO CLASS</u>	
15	MON 11/26	RPP Peer Workshop	Due: RPP Peer Review Assignment
15	WED	Alternatives to Argument; Multivalent Logic	

	11/28		
15	FRI 11/30	<u>NO CLASS</u>	
16	MON 12/3	Last Day of Class	Daily Oar: Tweet what you see as the key to successful academic and/or civic discourse?
16	WED 12/5		Due: Researched Position Paper Final [Signature Assignment] by 11:59 pm on Wednesday, December 5
	12/6- 12/12	Final Exam Week	

ENGL 1302 Syllabus Contract

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

Print Name

Date

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_____