

English 1302: Rhetoric and Composition II

Spring 2019

Instructor: Sean Farrell

Course Information: Check below for the meeting days, time, and location of your particular section of 1302.

SECTION	009	014	023	066
DAYS	M/W/F	M/W/F	M/W/F	T/TH
TIME	9:00-9:50AM	10:00-10:50AM	11:00-11:50AM	9:30-10:50AM
LOCATION	TH102	PH300	TH01	TH204

Office/Hours: T/TH 11:00AM-12:30PM, and by appointment

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Faculty Profile: <https://mentis.uta.edu/explore/profile/sean-farrell>

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:

- *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; and *Practice* and *analyze* informal logic as used in argumentative texts [Rhetorical Knowledge]
- *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; and *Provide* valid, reliable, and appropriate support for claims, and analyze evidentiary support in others' texts [Critical Thinking, Reading, and Writing]

- *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; and *Use* the collaborative and social aspects of writing to critique their own and others' arguments [Processes]
- *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 [Conventions]

Required Texts.

- Graff and Birkenstein, *They Say/I Say*, 3rd or 4th edition ISBN: 0393935841
- Lunsford and Ruszkiewicz, *Everything's An Argument: Custom UTA edition*, 2017

**PLEASE NOTE: These are the same textbooks used in ENGL1301. There is no need to buy new versions of these if you already own them!

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%
Participation	20%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.4%, C=69.5-79.94%, F=69.94%-and below; Z=see the Z grade policy above.

Description of Assignments

Major Essay Assignments

Issue Proposal: 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: 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: 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 neutral point of view.

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

Other Key Assignments

Final Presentation: Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper.

Peer Reviews. Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members' participation. Peer Review grades will be based on partner assessment of quality, as well as my own independent assessment of your work. Each PR grade will count TWICE in Participation. Note that if you do not complete an Evaluation, you will not receive a PR grade, regardless of how your partner rates your performance (your partner will then receive an automatic 100). It is **very important that you participate in peer review, as you will not be able to make up these points.**

Class Participation is an average of your score on **Analytical Writings/Quizzes/Daily Work:** More specific **analytical writing** prompts will also be provided. **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. **Peer Reviews** (see above) will also be averaged in. Each PR will be counted twice.

Participation Policy

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 and feedback from readers. 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.

Key Course Policies

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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 have elected to take attendance but will not factor attendance into the grade. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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." I do not accept nor grade first drafts as final drafts. That is, to receive a grade you must turn in something under "Final Draft" on Blackboard. **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.

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

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. Major assignments turned in after 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.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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.

Disruptive students will be asked once modify behavior. If disruptive behavior persists, these students will be asked to leave the classroom. If the behavior continues or becomes threatening, or if the student

consistently disrupts the classroom over several successive class meetings, these students will be referred to the Office of Student Judicial Affairs for further disciplinary action.

Exceptions to Course Policy

I may from time to time make exceptions to course policy, on a case-by-case basis (for instance, by allowing a student to turn in work late, given certain mitigating circumstances). Verbal agreements should always be followed up with an email from the student laying out the terms of the agreement. This is both so that I will remember the agreement, and so that there is a paper trail should any issues arise. You must email me with confirmation of the terms of our verbal agreement prior to the fulfillment of those terms.

Other Course Policies

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.

In attempting to resolve any student grievances regarding grades, it is the student's obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee's decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.

The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a pre-major or major, has jurisdiction over the student's program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

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.

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. Additional information is available at <https://www.uta.edu/conduct/>. Students are encouraged to review these guides on plagiarism: <http://libguides.uta.edu/researchprocess/plagiarism>
<http://libguides.uta.edu/copyright/plagiarism>

Disability Accommodations

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services 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. Please visit www.uta.edu/caps/ or call 817-272-3671 for more information.

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](#).

Preferred Name/Pronoun Statement

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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. **Please note that I consider it the student's responsibility to contact me about dropping the course. If you stop attending the course, I will not email you – I will simply assume that you are planning to drop. It is your responsibility to contact me about your situation.**

Electronic Communication Policy.

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. If you email me, expect a response within 24 hours during the school week, and by Monday if you email over the weekend. If you do not receive a response in this time, please resend, and label your email with "High Importance."

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox** regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. I will respond only to emails from your official UTA Email Account. There will be no exceptions to this.

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/>.

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail

approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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.

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, which is located:

Preston Hall	Trimble Hall
On the first floor, to the right or left	On the first floor, through the doors or up the stairs (if in the basement)

When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

You are encouraged to subscribe to the MavAlert system, which will send information in case of an emergency to cell phones or email accounts. Subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The English Writing Center (411LIBR):

The Writing Center Offers **FREE** tutoring in 15-, 30-, 45-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Their hours are 9 am to 8 pm Mon.-Thurs., 9 am to 3 pm Fri. and Noon to 6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Library Services

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

The IDEAS Center

(2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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.
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COURSE SCHEDULE: M/W/F

<i>EAA</i> = Everything's an Argument	<i>TSIS</i> = They Say/I Say	BB = Reading is on Blackboard
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Please note that this is ONLY the schedule for M/W/F sections. The T/TH schedule begins on page 18.

Week	Dates	Class Topic	Reading Due	Assignments Due
1	1/14	Introduction to the course, student responsibilities, academic conversation and syllabus/policies		
	1/16	ENGL1301 Review Writing Strategies	<i>EAA</i> Ch. 1, pp. 3-20 <i>EAS</i> Ch. 8*	Due: Signed Syllabus Contract
	1/18	The Rhetorical Situation and Entering Academic Conversations	<i>TSIS</i> : Preface, Introduction, and Ch. 1 <i>EAA</i> Ch. 1 pp. 21-27	
2	1/21	No Class – Martin Luther King, Jr. Holiday		
	1/23	The Discourse of Academic Argument Watch Pinker, “The Curse of Knowledge”	<i>TSIS</i> Ch. 7 and 10	AW #1
	1/25	Discuss ENGL 1302 Assignment Sequence Assign Issue Proposal	ENGL 1302 assignments in <i>EAA</i> pp. xl-lix	AW #2
3	1/28	Creating a Research Plan Working with Sources	<i>Norton Field Guide</i> pp. 435-444 (BB)	
	1/30	Work on IP In-class AW #3	<i>TSIS</i> Ch. 2-3	

		Census Date: Last day to withdraw without a W		
	2/1	IP Peer Review		IP First Draft
4	2/4	IP Writing Workshop In-class work on Issue Proposals In-Class: Refining your issue		
	2/6	IP Writing Workshop In-class work on Issue Proposals Review: <i>TSIS</i> Chapter 7 In-Class: workshop “so what” and “who cares”		
	2/8	IP Writing Workshop In-Class Work on Issue Proposals In-Class: Refining your claim		
5	2/11	Assign Annotated Bibliography Review: AB Assignment in <i>EAA</i> pg. xlvii		Issue Proposal Final Due
	2/13	What is a well-rounded source list?	<i>Norton</i> pp. 445-463 and 469-472 (BB)	
	2/15	Meet in Library (Room TBD)		
6	2/18	Reasons and Evidence/Audience Analysis AW#4 in class	<i>EAA</i> pp. 87-94 Article TBD (BB)	

	2/20	Reading for the Conversation Finding the Claim	<i>TSIS</i> Ch. 14 Article TBD (BB)	
	2/22	Review Logos Identify evidence and emotional appeals	<i>EAA</i> Ch. 4 “Arguments Based on Facts and Reason: Logos” and	AW #5
7	2/25	Review Pathos and identify emotional appeals	<i>EAA</i> Ch. 2: “Arguments Based on Emotion: Pathos”	
	2/27	Review Ethos and identify authority Work on AB	<i>EAA</i> Ch. 3 “Arguments Based on Character: Ethos” MI Assignment <i>EAA</i> pp. xlvi-lix	
	3/1	Work on AB Introduction Mapping the Issue Paper (MI)		
8	3/4	Warranting Claims and Reasons	<i>EAA</i> Ch. 7 “Structuring Arguments” pg. 130-150	AW #6 Annotated Bibliography Final Due
	3/6	More on Warrants		
	3/8	Drafting Workshop for MI		
9	3/11	NO CLASS – SPRING BREAK		
	3/13			
	3/15			
10	3/18	Analyzing and Incorporating Sources	<i>TSIS</i> Ch. 8 and “Incorporating Sources Effectively” (BB)	

	3/20	MI In-Class Workshop		
	3/22	MI In-class workshop		
11	3/25	Peer Review Workshop		Draft of Mapping the Issue Paper Due
	3/27	Writing Workshop MI	Review: <i>TSIS</i> Chapter 11	
	3/29	Editing Workshop MI		
12	4/1	Assign Researched Position Paper (RPP) and RPP Presentation	RPP Assignment <i>EAA</i> pg. liv-lix	Mapping the Issue Final Due
	4/3	Structure of Academic Argument	Hayot, Ch. 8 (BB)	
	4/5	Arguments of Fact Last Day to Drop Submit Requests to Advisor prior to 4 p.m.	<i>EAA</i> Ch. 8 Article TBD (BB)	
13	4/8	Arguments of Definition	<i>EAA</i> Ch. 9 Article TBD (BB)	
	4/10	Causal Arguments	<i>EAA</i> Ch. 11 Article TBD (BB)	
	4/12	Research Process	<i>TSIS</i> Ch. 4 and 5	
14	4/15	RPP Claim and Outline Workshop		
	4/17	Rogierian Argument Counterarguments	<i>TSIS</i> Ch. 6 <i>EAA</i> pp. 126-129	
	4/19	Peer Review Workshop		RPP Draft Due
15	4/22	Work on RPP		

	4/24	Work on RPP		
	4/26	RPP Presentations		
16	4/29	RPP Presentations		
	5/1	RPP Presentations		
	5/3	Last Day of Class		RPP Final Due

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COURSE SCHEDULE: T/TH

<i>EAA</i> = Everything's an Argument	<i>TSIS</i> = They Say/I Say	BB = Reading is on Blackboard
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Please note that this is ONLY the schedule for T/TH sections.

Week	Dates	Class Topic	Reading Due	Assignments Due
1	1/15	Introduction to the course, student responsibilities, academic conversation and syllabus/policies		
	1/17	ENGL1301 Review Writing Strategies The Rhetorical Situation and Entering Academic Conversations	<i>EAA</i> Ch. 1, pp. 3-20 <i>EAS</i> Ch. 8* <i>TSIS</i> : Preface, Introduction, and Ch. 1 <i>EAA</i> Ch. 1 pp. 21-27	Due: Signed Syllabus Contract AW #1
2	1/22	The Discourse of Academic Argument Discuss ENGL 1302 Assignment Sequence Assign Issue Proposal	<i>TSIS</i> Ch. 7 and 10 ENGL 1302 assignments in <i>EAA</i> pp. xl-lix	AW #2
	1/24	Creating a Research Plan Working with Sources	<i>Norton Field Guide</i> pp. 435-444 (BB)	
3	1/29	Work on IP In-class AW #3	<i>TSIS</i> Ch. 2-3	
	1/31	IP Peer Review IP Writing Workshop Refining your issue		IP First Draft
4	2/5	IP Writing Workshop	<i>TSIS</i> Chapter 7	

		“So what/who cares” and refining your claim		
	2/7	IP Workshop and Review		
5	2/12	Assign Annotated Bibliography What is a well-rounded source list?	AB Assignment in <i>EAA</i> pg. xlvi-xlvii <i>Norton</i> readings (BB)	Issue Proposal Final Due
	2/14	Meet in Library (Room TBD)		
6	2/19	Reasons and Evidence/Audience Analysis Reading for the Conversation Finding the Claim AW#4 in class	<i>EAA</i> pp. 87-94 and <i>TSIS</i> Ch. 14 Article TBD	
	2/21	Review Logos and Pathos Identify evidence and emotional appeals	<i>EAA</i> Ch. 4 “Arguments Based on Facts and Reason: Logos” and Ch. 2: “Arguments Based on Emotion: Pathos”	AW #5
7	2/26	Review Ethos and identify authority Work on AB	<i>EAA</i> Ch. 3 “Arguments Based on Character: Ethos” MI Assignment <i>EAA</i> pp. xlviiii-liii	
	2/28	Work on AB Introduction Mapping the Issue Paper (MI)		
8	3/5	Warranting Claims and Reasons	<i>EAA</i> Ch. 7 “Structuring Arguments” pg. 130- 150	AW #6

				Annotated Bibliography Final Due
	3/8	Drafting Workshop for MI		
9	3/12	NO CLASS – SPRING BREAK		
	3/14			
10	3/19	Analyzing and Incorporating Sources	<i>TSIS</i> Ch. 8 and “Incorporating Sources Effectively” (BB)	
	3/21	MI In-Class Workshop		
11	3/26	Peer Review Workshop		Draft of Mapping the Issue Paper Due
	3/28	Writing and Editing Workshop MI	Review: <i>TSIS</i> Chapter 11	
12	4/2	Assign Researched Position Paper (RPP) and RPP Presentation Structure of Academic Argument	RPP Assignment <i>EAA</i> pg. liv-lix Hayot, Ch. 8 (BB)	Mapping the Issue Final Due
	4/4	Arguments of Fact Last Day to Drop is 4/3 Submit Requests to Advisor prior to 4 p.m.	<i>EAA</i> Ch. 8 Article TBD (BB)	
13	4/9	Arguments of Definition Causal Arguments	<i>EAA</i> Ch. 9	
			<i>EAA</i> Ch. 11 Article TBD (BB)	

	4/11	Research Process	<i>TSIS</i> Ch. 4 and 5	
14	4/16	RPP Claim and Outline Workshop Rogerian Argument Counterarguments	<i>TSIS</i> Ch. 6 <i>EAA</i> pp. 126-129	
	4/18	Peer Review Workshop		RPP Draft Due
15	4/23	Work on RPP		
	4/25	RPP Presentations		
16	4/30	RPP Presentations		
	5/2	RPP Presentations Last Day of Class		RPP Final Due

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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 _____