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

SPRING 2019

**Instructor:** Michael Hale

**Course Information**: 1302-013; 10-10:50 AM; Preston Hall 207

**Office/Hours**: My office is in Carlisle #101: My office hours are from Monday, Wednesday and Friday from 11 AM to 12 PM in Carlisle #101

**Email**: Michael.hale@uta.edu

**Faculty Profile**: [https://mentis.uta.edu/explore/profile/**michael**%20-**hale**](https://mentis.uta.edu/explore/profile/michael%20-hale)

**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 Ruszkiewicz, *Everything’s An Argument: Custom UTA edition*, 2017

**Description of Major Assignments.**

**Issue Proposal (Due 2/15):** 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 3/8):** 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 4/5):** For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue—all from a completely neutral point of view.

**Researched Position Paper (Due 5/3):** For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

**Final Presentation (Due 4/26-5/3):** Every student will be required to complete a visual presentation on the work they have done for the Reasearched Position Paper.

**Analytical Writings/Quizzes/Daily Work:** More specific **analytical writing** prompts will also be provided. The course calendar further down lists every AW writing prompt.

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

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

**Class Participation:** These grades will come from speciffic discussions we will have in class, along with being in class during Peer Reviews.

**Peer Reviews.** Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members’ participation. Itis **very important that you participate in peer review, as you will not be able to make up these points.**

**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.

**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, my policy is as follows: Attendance is taken via a sheet which will be provided in class. Every student is allowed three absences from class with no questions asked. At the end of the course, when attendance is being assessed from all attendance sheets, I will ‘omit’ the first three times a student’s name was not signed on the attendance sheet. If a student has an emergency, or if they need to let me know why I should let them have an additional absence (so, 4 instead of 3), they will need to schedule a meeting with me to explain. Attendance will be taken at the start of the class after 5 minutes.   
  
A student who comes to class after the attendance sheet has been passed around is tardy, although if they come in while the sheet is going around they’ll be exempt. Once the attendance sheet has been taken up, that is it. Students who come in after this will be allowed to sign in, so that they won’t be counted absent, but they’ll be marked as tardy.

Three tardies will equal one absence throughout the course.

There will be times where attendance is taken through group projects. During these days, coming in late (after 5 minutes) will result in the student still being able to participate in the assignments/writings required, but they’ll do so on their own, thus being supplied with something they can work on individually so their group does not need to stop to re-explain the work going on or so no work needs to be re-done.

Alerting me to an absence after the class has ended for the day and asking for the absence to be excused will not count; if it is worth asking for more excused absences than the five already afforded them, the student must make an effort to meet with me. If a student cannot meet with me, we can schedule a Skype conference. At the end of the course, every excessive (i.e.: non-excused) absence accumulated from tardies and/or those which resulted from the student not having been present will result in 5 points being deducted from the student’s Final Grade in the course.” 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.

**Grades.** Final grades in ENGL 1302 are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students’ educational experiences at UTA.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

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

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

Issue Proposal 15%

Annotated Bibliography 10%

Mapping the Issue 20%

Researched Position Paper 30%

Final Presentation 5%

Analytical Writing 5%  
Quizzes 10%

Participation/ Daily Work 5%

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

**All major essay projects (IP, AB, MI, and RPP) must be completed to pass the course.** If you fail to complete an essay project, you will fail the course, regardless of your average. **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. Banned topics include the following:  
- Abortion  
- Global Warming  
- Trump and/or individual politicians  
- Guns, Drugs, the Death Penalty and Smoking  
- Confederate Statues  
- Vaccinations  
- Immigration

**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, I will not grade it and you will receive any late paper penalties due until a correct paper has been submitted (see Late Assignments on submitting something after it has been late 3 days). **You are responsible for making sure that your paper has properly uploaded through Blackboard**.

**Late Assignments:** All assignments are due at the beginning of class on the due date specified. The only assignments accepted late will be the final drafts of the four major assignments in this course (IP, AB, MI, and RPP). Analytical Writings/Homework **will not** be accepted late. The four major assignments turned in after the class has begun will receive a five point deduction for every day it is late until the 3rd day. After this, the student will need to meet with me via a conference or Skype before I will accept the paper. After the third day, the submission links for the major papers will be disabled.

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

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.  
  
For issues involving scholastic dishonesty, see the Academic Dishonesty entry in this section of the catalog.

**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 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 unless they are being used to the course designated e-book**; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1302 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Classroom Visitors:** Only students officially enrolled in 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](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fresearchprocess%2Fplagiarism&data=02%7C01%7Cteik.lim%40uta.edu%7C196da9f1a3a040158cbb08d5e4d38701%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636666519504536062&sdata=JtmboLEGpBAFS8Hy%2Bd%2BtiQ%2FcEmgi2yrfsk9FijWRqJQ%3D&reserved=0)

<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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS**) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also 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.

**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*](http://www.uta.edu/hr/eos/index.php)*.*

**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](https://www.uta.edu/uta/about/administration/committees/index.php).

**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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\rowntreem\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\IGVYXPA0\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.

**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 outlook’s mav 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. I will not respond to e-mails sent from non-Mav/Outlook accounts.

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>.

**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 (see the top of the syllabus for the precise dates and times). 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 down the stairwells that lead out from Preston Hall. 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.

**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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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 <http://www.uta.edu/universitycollege/resources/index.php>.

**The English Writing Center (411 LIBR)**: 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](http://www.uta.edu/owl) for detailed information on all our programs and 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](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**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 Syllabus Contract**

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

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Print Name Date

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Signature Date

**Permission to Use Student Writing**

Student’s Name

Class Number and Section

Instructor Name

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

Student’s signature

UTA ID Date

## English 1302: Rhetoric and Composition II

(Daily Schedule)  
  
**BB** = Blackboard, **READ** = You are expected to come into class having already read the material listed. Material marked as “Read” will be engaged with in class, but we will cover and engage with specific passages or sections, or we may do an activity from one of the books. **REVIEW** = we will re-explore previously read material(s) with an eye for class discussion. **PREPARE** = This is a heads-up about something you’ll need to bring or be ready for in an upcoming class. **AW** = Analytical Writing, a particular kind of homework designed to help you make progress towards you major papers

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| --- | --- | --- | --- |
| Week | Date | Class Topic | Assignments Due |
| 1 | MON  1/14 | Introduction to the course, student responsibilities, academic conversation and syllabus/policies  **Prepare**: on Wed 1/16 you’ll need to bring a piece of paper and something to write with into class. |  |
| 1 | WED 1/16 | Diagnostic Essay  Due In Class: Signed Syllabus Contract is due in class today before you leave. | Due on Blackboard: “Introduce Yourself” Discussion Board section entry + three responses due by 11:59 on 1/18. |
| 1 | FRI  1/18 | The Rhetorical Situation and Entering Academic Conversations  Read: *TSIS*: Preface and Introduction + *EAA* Ch. 1 pg. 21-27 [The “Appealing to Audiences” section]  **Prepare**: Please read ahead about Analytical Writing (AW) #1. It won’t be due until 1/23, but read about the assignment on Blackboard under Course Materials. | Due on BB: The “Syllabus Quiz” will be due for completion by 11:59 PM |
| 2 | MON  1/21 | MLK HOLIDAY – NO CLASS | Optional Blackboard Activity: “Overrated vs Underrated” article reading is up. See the link for more details under the Discussion section of Blackboard. |
| 2 | WED  1/23 | Introduction to Argument + Useful Vocabulary Terms to Know  Read: *TSIS* Ch. 1 + *EEA* Ch. 1 pg. 3-20  Discuss how Teams and “In Class Group Discussion Days” work are part of what will be addressed today. | Due on BB: AW #1: Choose a current issue that interests you. “Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue?” First write a brief (1/2 page) summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the TSIS Introduction to help organize your ideas. Complete this assignment by 11:59 PM |
| 2 | FRI  1/25 | The Discourse of Academic Argument  Read: *TSIS* Ch. 7 and 10  **Prepare**: Be sure to know how to locate the “Issue Proposal” prompt in your books for when you come to class on Monday 1/28. Also, please read ahead about AW #2. It won’t be due until 1/28, but look at its Blackboard link under Course Materials or on the Syllabus for what is due on 1/28 | Due on BB: The “Useful Vocab Quiz” will be due via BB by 11:59 PM. |
| 3 | MON  1/28 | Discuss ENGL 1302 Assignment Sequence  Assign Issue Proposal  In Class Quiz over the IP Prompt at the end of class (open note/book)  Read: ENGL 1302 assignments in *EAA* pp. xl-lix  Pay careful attention to the Issue Proposal (IP) and Annotated Bibliography (AB)   **Prepare**: Bring a printed copy of the “Issue Proposal Sample Paper” to class on Wednesday 1/30. Read it completely through asap. You will be required to do some in-class work from this document, hence you’ll want it with you during class and you’ll want to have read it once through already. | Due on BB: AW #2: Choose *another* current issue that interests you. “Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue?” First write a brief (1/2 page) summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the TSIS Introduction to help organize your ideas. Complete this assignment via BB by 11:59 PM |
| 3 | WED  1/30 | Creating a Research Plan / Working with Sources + IP Sample Paper work  **Read**: *TSIS* Ch. 2  **Census Date: Last day to withdraw without a W**  **Prepare**: bring a printed copy of the “Twelve Tests of an Arguable Issue” document to class on Friday 2/1. Read ahead about AW#3 which is due on 2/1. Check out the Blackboard link or the description listed under what is due on 2/1 |  |
| 3 | FRI  2/1 | Creating a Research Plan / Working with Sources + IP Sample Paper (cont.)  Read: *TSIS* Ch. 3  **Prepare**: bring a printed copy of the “Best Practices for Peer Review” document, which is under the Course Materials section of BB, to class on Wed 2/4. You’ll also be expected to bring two copies, printed, of your IP Draft in whatever state it is in as of 2/6. Be prepared to work with your peers and explaining to them how you’ll reach your page goals, ask them what help they can provide, and to see what their papers are doing. | Due on BB by Sunday: AW #3: Select the issue that you plan to write your papers on this semester (you may use one of the issues that you have already explored in the first two summary responses for this assignment). After applying the Twelve Tests of an Arguable Issue (Available on BB) to the issue and being able to answer “yes” to all twelve, draft a response to invention questions 2-4 in the Issue Proposal assignment for the issue (*EAA* pg. xl-xlvi). |
| 4 | MON  2/4 | Introduction to Peer Review + Review Q&A  **Prepare**: You are expected to be present in class on Peer Review Workshop Day, 2/6, with: 1) two copies of your IP Draft (such as it is), and 2) a printed copy of the “IP Peer Review Prompt” document | Optional Blackboard Activity: “Repeated Bout Effect” article reading is up. See the link for more details under the Discussion section of Blackboard. |
| 4 | WED  2/6 | Peer Review Workshop | Due via BB: Draft of Issue Proposal Due by 11:59 PM tonight. What you submit must be a minimum of two pages and a maximum of three.  EMAIL: If you’re unable to provide feedback to your assigned peers in class today, be sure to email them feedback by 11:59 PM on Friday.   Due via BB: A quiz entitled “IP Peer Review Group Assessment” will be open for completion until 11:59 on Saturday 2/9. Complete this as soon as you receive both reviews from your peers, either in class or via email. |
| 4 | FRI  2/8 | IP Writing Workshop  In-class work on Issue Proposals  In-Class: Refining your issue  **Prepare**: *TSIS* Ch. 7 will be the subject of a Class Discussion day on Monday 2/11. Make sure to be ready. | {Reminder) Due via BB: A quiz entitled “IP Peer Review Group Assessment” is open for completion until 11:59 on Saturday 2/9. Complete this as soon as you receive both reviews from your peers, either in class or via email.  Reminder: Due via Email: Send your assigned peers their reviews by 11:59 PM tonight. Be sure to CC me in this email. |
| 5 | MON  2/11 | Review: *TSIS* Chapter 7  Today is a “Class Discussion” Day. Please come prepared.  In-Class: workshop “so what” and “who cares” + Class Discussion |  |
| 5 | WED  2/13 | IP Writing Workshop  In-Class Work on Issue Proposals  In-Class: Refining your claim  **Prepare**: bring a printed copy of the “Annotated Bibliography Prompt” to class on Monday 2/15. This document is available under Course Materials. |  |
| 5 | FRI  2/15 | Assign Annotated Bibliography  In Class Quiz over the AB Prompt at the end of class (open note/book)  Read: AB Assignment in *EAA* pg. xlvi-xlvii  **Prepare**: You’ll need to bring a printed copy of the “Annotation Workshop Handout” document and the “Annotation Template Guide” document to class on Wed 2/18. Both are under Course Materials. | Due on BB: Issue Proposal Final Due by 11:59 PM tonight, 2/15. |

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| 6 | MON  2/18 | Annotated Assessment + Q&A.  We will be working from the “Annotation Workshop Handout” document today, as well as the Annotation Template Guide. | Optional Blackboard Activity: “The Akarisa Effect” article reading is up. See the link for more details under the Discussion section of Blackboard. |
| 6 | WED  2/20 | What is a well-rounded source list?    **Prepare**: *TSIS Cp 2 & 3* will be the subject of a Class Discussion day on Friday 2/22. Make sure to be ready. Also, please read the questions listed on EEA page 89 and 90. You will need to answer these questions over different days starting on Friday 2/22 via AW #4 and AW#5. Make sure to have read all these questions completely. Also look up AW #5 and AW#5’s Blackboard links under Course Materials and their descriptions under the due sections for 2/22 and 2/27 |  |
| 6 | FRI  2/22 | Reasons and Evidence/Audience Analysis  Read: *EAA* pg. 87-94  Today is a “Class Discussion” Day. Please come prepared.  Review: *TSIS* ch. 2 & 3 | Due on BB: **AW #4**: (EEA) Pg. 89 poses four questions. Using 3 of your AB sources, answer these questions. For example, your answers should come out like this …:  SOURCE #1 = Q1: Answer 1 and Answer 2, Q2: Answer 1, Answer 2, Q3: Answer, Q4: Answer  SOURCE #2 = Q1: Answer 1 and Answer 2, Q2: Answer 1, Answer 2, Q3: Answer, Q4: Answer  SOURCE #3 = Q1: Answer 1 and Answer 2, Q2: Answer 1, Answer 2, Q3: Answer, Q4: Answer  [I would encourage you to do AW#4 and AW#5 together] |
| 7 | MON  2/25 | Audience Analysis |  |
| 7 | WED  2/27 | Locating Claims | Due on BB: AW #5: Complete the questions on pg. 90 (*EAA*) for your AB articles. [To gain a 100 completion score, you must answer these questions for 3 sources at minimum and you may re-use sources you cited from AW #4 if you wish. You must answer all questions for each source] You have until 11:59 PM tonight to complete this via BB. |
| 7 | FRI  3/1 | Review Logos and identify evidence  Read: *EAA* Ch. 4 “Arguments Based on Facts and Reason: Logos” |  |
| 8 | MON  3/4 | Review Pathos and identify emotional appeals  Read: *EAA* Ch. 2 “Arguments Based on Emotion: Pathos”  **Prepare**: print the “Mapping the Issue Sample Paper” under Course Materials and use it to complete the “MI Sample Paper Quiz” that is going to open up on Wednesday 3/6. You have until 3/17 by 11:59 PM to complete this quiz | Optional Blackboard Activity: “Why Facts Don’t Change Our Minds” article reading is up. See the link for more details under the Discussion section of Blackboard. |
| 8 | WED  3/6 | Review Ethos and identify authority  Read: *EAA* Ch. 3 “Arguments Based on Character: Ethos”  **Prepare**: bring a printed copy of the “Mapping the Issue Prompt” to class on Friday 3/8. This document is available under Course Materials. | Due on BB: A quiz entitled “Mapping the Issue Sample Paper Quiz” opens today at 12:00 AM and will be due for completion by 3/17 11:59 PM. Complete this Quiz by reading the “Mapping the Issue Sample Paper” on BB. You have all Spring Break to complete this, but do it quickly before the break if possible. |
| 8 | FRI  3/8 | Assign Mapping the Issue Paper (MI)  In Class Quiz over the MI Prompt at the end of class (open note/book)  Read: MI Assignment *EAA* pg. xlviii-liii  “MI Invention Activity” in class | Due on BB: Annotated Bibliography Final Due by 11:59 PM tonight |
| 10 | MON  3/18 | Fallacies of Argument + “An Illustrated Book of Bad Arguments” PDF exploration  Read: *EAA* Ch. 5 “Fallacies of Argument”  Today is Presentation Sign Up Day: Be present in class so you can get the better times for when you’re going to be presenting.  Please see the “Presentation Grading Rubric” file under Course Materials to get an idea of what I’ll be looking for.  **Prepare**: AW #6 will be something we engage with in class on Wed 3/20. AW #6 is where you select an activity from pg. 85-86, and bring your activity to class on Wed for discussion. Read through all your options now so you can be ready on 3/20 |  |
| 10 | WED  3/20 | AW #6 Selection Discussion  Today is Presentation Sign Up Day Round 2: If you missed class on Monday, there is still a chance to sign up for your RPP Presentation slot. | Due on BB: “Fallacies of Argument Quiz” due by 11:59 PM |
| 10 | FRI  3/22 | Warranting Claims and Reasons  Read: *EAA* Ch. 7 “Structuring Arguments” pg. 130-150 | Due on BB: **AW #7**: Using three of your AB sources, respond to the questions on pg. 138, making sure you’re representing three different positions. [these questions are located in the Respond box at the top of pg. 138]. You have until 11:59 PM to complete this assignment. |
| 11 | MON  3/25 | Drafting Workshop for MI  “Remaining Neutral” activity in class | Optional Blackboard Activity: “Shoshin” article reading is up. See the link for more details under the Discussion section of Blackboard. |
| 11 | WED  3/27 | Analyzing and Incorporating Sources  Read: *TSIS* Ch. 8 and “Incorporating Sources Effectively” (BB)  “Source Analysis for MI” activity in class  **Prepare**: You are expected to be present in class on Peer Review Workshop Day, 3/29, with: 1) two copies of your MI Draft (such as it is), and 2) a printed copy of the “MI Peer Review Prompt” document |  |
| 11 | FRI  3/29 | Mapping the Issue Peer Review Workshop  Last Day to Drop  Submit Requests to Advisor prior to 4 p.m.  **Prepare**: Monday 4/1 will be a Class Discussion day over TSIS Chapter 11. Please be ready | Due on BB: Draft of Mapping the Issue Paper Due by 11:59 PM tonight.  Due via Email: Send your assigned peers their reviews by Sunday (3/31) by 11:59 PM if you did not give them something in class on Friday. Be sure to CC me in this email. |
| 12 | MON  4/1 | Review: *TSIS* Chapter 11  Today is a “Class Discussion” Day. Please come prepared. | Due on BB: A quiz entitled “MI Peer Review Assessment” is due by 11:59 PM tonight if you did not complete it over the previous weekend. |
| 12 | WED  4/3 | Editing Workshop MI  **Prepare**: On Friday 4/5, please come to class with 1) your books marked to the “Research Position Paper Prompt” and 2) the “Research Position Paper Sample Paper.” Please read through both of these thoroughly. |  |
| 12 | FRI  4/5 | Assign Researched Position Paper (RPP) and RPP Presentation  In Class Quiz over the RPP Prompt at the end of class (open note/book)  RPP Sample Paper assessment + Q&A  Read: RPP Assignment *EAA* pg. liv-lix  Prepare: Next week, 4/8-4/12, involved multiple class discussion days. Be sure to be up to date and prepared for all the EEA readings. | Due on BB: Mapping the Issue Final Due by 11:59 PM |
| 13 | MON  4/8 | Read: *EAA* Ch. 8, “Arguments of Fact”  Today is a “Class Discussion” Day. Please come prepared. | Optional Blackboard Activity: “Illusory Correlation” article reading is up. See the link for more details under the Discussion section of Blackboard.  Due on BB: The “RPP sample paper” Quiz is due by 11:59 PM |
| 13 | WED  4/10 | Read: *EAA* Ch. 9, “Arguments of Definition”  Today is a “Class Discussion” Day. Please come prepared. |  |
| 13 | FRI  4/12 | Read: *EAA* Ch. 11, “Causal Arguments”  Today is a “Class Discussion” Day. Please come prepared. |  |

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| 14 | MON  4/15 | Research Process  Read: *TSIS* Ch. 4 and 5  Prepare: *EEA pgs 126-129* will be the subject of a Class Discussion day on Friday 2/22. Make sure to be ready. |  |
| 14 | WED  4/17 | Rogerian Argument/Naysayer/Counterargument  Read: *TSIS Ch. 6*  Review: *EAA* pgs. 126-129  Today is a Class Discussion Day. Please be prepared.  **Prepare**: You are expected to be present in class on Peer Review Workshop Day, 4/19, with: 1) two copies of your RPP Draft (such as it is), and 2) a printed copy of the “RPP Review Prompt” document |  |
| 14 | FRI  4/19 | RPP Peer Review Workshop | Due on BB: RPP Draft Due by 11:59 PM tonight.  Due via Email: Send your assigned peers their reviews by Sunday (4/21) by 11:59 PM. Be sure to CC me in this email. |
| 15 | MON  4/22 | RPP Writing Workshop | Optional Blackboard Activity: “Debunking the Eureka Moment” article reading is up. See the link for more details under the Discussion section of Blackboard.  Due on BB: A quiz entitled “RPP Peer Review Group Assessment” is due by 11:59 PM if you did not complete it over the weekend. |
| 15 | WED  4/24 | RPP Writing Workshop |  |
| 15 | FRI  4/26 | **Early** RPP Presentations |  |
| 16 | MON  4/29 | RPP Presentations |  |
| 16 | WED  5/1 | RPP Presentations |  |
| 16 | FRI  5/3 | RPP Presentations (Last Day of Class) | Due on BB: RPP Final Due by 11:59 PM |
|  | 5/4-  5/10 | Final Exam Week |  |