## **English 4371: Advanced Argumentation**

Spring 2019

**Instructor:** Christina Montgomery

**Course Information**: Engl 4371: Section 1, T, R 2-3:20 p.m.

**Office/Hours:** CH 524; Tuesdays, 3:20-5 p.m. and by appointment

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**Faculty Profile**: [[https://www.uta.edu/profiles/christina -montgomery](https://www.uta.edu/profiles/christina%20-montgomery)]

***Required Text***:

Kutz, Eleanor. *Exploring Literacy: A Guide to Reading, Writing, and Research*. New York: Pearson/Longman, 2004.

**Course description:** Examines classical and contemporary theories of argumentation and applies them to academic and non-academic writing. Assignments focus on both the analysis and the production of argumentative discourse in various forms (e.g., academic essays, advertising, editorials, political speeches, etc.). Prerequisites: ENGL 1301, ENGL 1302.

English 4371 will give you an intensive introduction to analytic writing in various genres, which will include formal papers, in-class essays, informal writing (here called “journals”), and work in applying the conventions of Standard Written English (SWE).

The primary objectives of English 4371 are to help you:

* Generate ideas, think critically about them, then develop and articulate your ideas in writing
* Increase your fluency in writing
* Improve your revising, editing, and proofreading abilities
* Learn and use the basics of grammar, punctuation, etc. that contribute to effective professional and academic writing

**Course Introduction:** This class is built on the theme and concept of a **discourse community**, which refers to the ways people share some common ways of thinking, talking, and writing about the world. We all belong to a variety of discourse communities--family, friends, work, church, profession, and disciplines like English, Biology, or Sports Medicine might be examples, and each is likely to have somewhat different styles of talking and writing. To be an insider in any of these communities, we have to learn how to “walk the walk and talk the talk.” In this class, we will be investigating some of the language, the styles, practices, and patterns, used in your communities, including some of your university classes. We will be looking at what you already know about participating in discourse communities and connecting that knowledge to the language and literacy we notice in academic communities, focusing particularly on exploring, practicing, and presenting ideas through lots of writing.

**Assumptions:** Writing is a fundamental literacy activity that is extremely important for success in college as well as in professional life. Many people, me included, believe that being able to write well is a major marker of an “educated person.” This course is designed to help you along the way to achieving that marker. In addition, this course is based on the following:

* That people learn best through investigation and participation.
* That learning is a social act as well as individual one; that we will develop a community of learners in this class as we explore other discourse communities
* That we can use writing to discover and explore ideas as well as relate them to others. The writing we do in this class will primarily be public, which means that you will be expected to share your writings with others in the class and out. It also means that all of the writing we do for this class is important; all assignments are expected on the date due. For ongoing class assignments, perfection and polish are not the goals; rather what is important is having SOMETHING that SOMEHOW addresses the assignment. The types of writing we do in the class will also be similar to the variety of types of assignments and writing that you are likely to do for your other college classes.
* That to become an insider to a discourse community we need to listen to, understand, and use the ways that community speaks, reads, and writes. This class will give you substantial practice for doing that.

**Overview:**

There will be four major papers and portfolio units. We will start by looking at our experiences with discourse communities in and out of this class and discussing key concepts for analyzing language in discourse communities. Paper #1, an extended reflective response, will be the shortest paper in length and will give you an opportunity to get started in applying some of the concepts. The second paper, a memoir, will come at the end of Part I of *Exploring Literacy*. In Part II, we will look more closely at your discourse communities outside university courses--at home, at church, at work, etc. You will gather some data, analyze it, and present findings in Paper #3. Part III will focus on studying the discourse of an academic major, possibly a class in a major you are considering, although the choice will be yours. In Paper 4 you will be providing an analysis of the “culture” of the major and the discipline it represents.

**Policies, Requirements, and Grading:**

**Format and general expectations:** The class will primarily be workshop, with a great deal of small group work, interspersed with discussions and in-class writing. I will expect you to work on each other’s papers regularly, and to meet with me periodically to go over your individual concerns and progress. Appropriate behavior is expected for all in- and out-of-class activities as is respect for others: the instructor, other students, guests, and others. Cell phones are to be turned off during class time. Being on your phone will result in a class absence. Problems with these issues will result in a reduced grade.

**Attendance:** Coming and participating in class are essential and mandatory. Attendance assumes that you come prepared with your writing and reading assignments and that you are paying attention. You will not receive credit for attendance if you are not ready and willing to work. (Sleeping, texting, coming unprepared, or late, or talking when others have the floor are not acceptable and will be counted as unexcused absences.) **More than two excused or unexcused absences will lower your participation grade by five points for each subsequent absence. If you are more than ten minutes late to a class this is an absence. More than four absences will result in failure of the course (If you are in a Friday class, this counts as two class sessions).** If you need to miss a class, it is your responsibility to get appropriate notes, identify assignments missed, or confirm any changes in the schedule.

**Assignment Policy:** To pass the class you must complete ALL assignments. Daily assignments are expected on the date due. Daily writing assignments will be submitted as part of a portfolio with each formal Paper. To receive full credit each portfolio must be complete when due, i.e., have all of the assignments (called “journals” on the schedule). You will not be able to make-up any writing assignments once a portfolio is submitted. For formal papers, all drafts must be turned in with final on the due date in order to receive full credit. **If you come to a workshop class without the draft assigned (e.g., peer workshop, draft), your final grade for that formal paper will be lowered by five points.**

**Types of Assignments and Grade Weights:**

|  |  |
| --- | --- |
| **Component** | Value |
| Essay #1 Reflective Response | 15% |
| Essay #2 Literacy Memoir | 15% |
| Essay #3 Discourse Analysis | 20% |
| Essay #4 Academic Discourse Research Paper | 20% |
| Portfolio/journal writings | 20% |
| In Class Essays | 5% |
| Participation/Workshops/Editing | 5% |
|  | 100% |

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 below. Individual assignments will use the following grading scale:

A+ 98

A 95

A- 92

B+ 88

B 85

B- 82

C+ 78

C 75

C- 72

D+ 68

D 65

D- 62

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.

**Formal paper requirements:** You will be required to write four formal papers, varying from 5 to 8 pages, during the semester. Each paper will be developed through a process of writing: from topics generation to edited drafts. For each paper, you will be working with peer drafts in class, getting feedback from me, and then handing in a final paper for a grade. For each paper, **you must submit a portfolio of all the ongoing writing assignments that have led up to this point. Place the journal/portfolio assignments in the left side of a pocket folder with the most recent assignment (portfolio reflection) on top. Place all the drafts of the paper on the right side pocket, starting with the first draft and putting the final on top. I will not accept a paper without the revision drafts being included**. Putting materials for each paper in separate folders will help keep you organized, as you may be working on more than one paper at some points in the semester. Keep all your papers; you will need these for the end of the semester. If you cannot get a final paper to me on time, you must talk with me at least one day (24 hours) before the original date due about an alternate deadline. Otherwise, late papers and assignments will be marked down by five points for each day the assignment is late; assignments more than a week late will not be accepted at all.

**Paper Format:** Unless specified otherwise, all writing must be typed, double spaced, regular font size (12 pt. Times Roman). Put name, class, section, date, and assignment at the top of the first page of the paper; please do not include an additional title page, unless the paper is in APA.

**Journals/Portfolio Writings:** You will also need to use a pocket folder for your more informal ongoing writing assignments (“journals”). This folder will be used to collect your writings, arrange them chronologically and by number, and to submit them as a portfolio with your formal paper. These writings will be a place where you can develop your fluency in generating writing and ideas, reflect on your writing process and progress, and practice the conventions of Standard Written English without having each piece graded. The journal also gives you an opportunity to explore opinions and feelings. I expect you to speak honestly and freely in your entries, with the proviso that these are still being written within and for a college class, which means that language should be appropriate to the assignment, purpose, and audience. You will write most of these pieces on your own outside of class; some entries/assignments will be written in class. Unless I indicate otherwise (e.g., shorter or longer length, handwritten), **each entry must be a MINIMUM of 1 full page, typed, double spaced.** I expect engagement and thoughtful fluent writing for each of these entries. If you prefer to post your journal entries to wordpress or another blogging space, please send me the link before the class session when work is due.

**Editing Workshops:** There are several ways that we will be working with editing and SWE skills: two of the main ways we will work with editing are: (1) Peer editing sessions. Approximately half of your editing grade will be based on your participation in the revising and editing workshops that we do in class for each of the papers we write. This means being in class, with copies of your drafts, and completing the workshop assignments thoroughly and well. (2) Progress and Editing workshops. For the final editing grade, I will also take into account the degree to which you increase your use of SWE, in both in and out of class writings and in editing workshops. We will have at least two to three editing (rewriting/polishing) “workshops” in the class. On-going activities will receive a check, +, or -.

**University Policies:**

**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.

**Participation Policy.** Improvement in writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required 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, coming and participating in class is essential to your success in this course Attendance assumes that you come prepared with your writing and reading assignments and that you are paying attention. You will not receive credit for participation if you are not ready and willing to work. More than two tardies (more than 5 minutes late for class) will result in lowering your participation grade by five points. More than two absences will lower your participation grade by five points for each subsequent absence. 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.

**Classroom Behavior.**

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.

**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.

**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 email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**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 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. 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.

Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can 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](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 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.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-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>

**Librarian to Contact:** Marquel Anteola [manteola@uta.edu](mailto:manteola@uta.edu) 817-272-7426