

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.

English 1302: Rhetoric and Composition II
Spring 2019

Instructor: Dr. Sarah A. Shelton

Section: 039

Time: TuTh 9:30AM - 10:50AM

Room: Trimble Hall (TH) 01

Office/Hours: Carlisle Hall (CARH) 402

M/W 10-11:30 AM, or *by appointment*

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Faculty Profile: <https://www.uta.edu/profiles/sarah-shelton>

ENGL 1302 RHETORIC AND COMPOSITION II: This course satisfies the University of Texas at Arlington core curriculum requirement in communication. Continues ENGL 1301, but with an emphasis on advanced techniques of academic argument. Includes issue identification, independent library research, analysis and evaluation of sources, and synthesis of sources with students' own claims, reasons, and evidence. This course focuses on critical engagement with ethical and social issues and the development of academic arguments that communicate a specific point of view. **Prerequisite: Grade of C or better in ENGL 1301.**

Core Objectives:

Critical Thinking Skills: *To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*

Communication Skills: *To include effective development and expression of ideas through written, oral, and visual communication.*

Teamwork: *To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.*

Personal Responsibility: *To include the ability to connect choices, actions and consequences to ethical decision-making.*

ENGL 1302 Expected Learning Outcomes

In ENGL 1302, students build on the knowledge and information that they learned in ENGL 1301. By the end of ENGL 1302, students should be able to:

Rhetorical Knowledge

- Identify and analyze the components and complexities of a rhetorical situation
- Use knowledge of audience, exigence, constraints, genre, tone, diction, syntax, and structure to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures
- Know and use special terminology for analyzing and producing arguments
- Practice and analyze informal logic as used in argumentative texts

Critical Reading, Thinking, and Writing

- Understand the interactions among critical thinking, critical reading, and writing
- Integrate personal experiences, values, and beliefs into larger social conversations and contexts
- Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity
- Produce situation-appropriate argumentative texts that synthesize sources with their own ideas and advance the conversation on an important issue
- Provide valid, reliable, and appropriate support for claims, and analyze evidentiary support in others' texts

Processes

- Practice flexible strategies for generating, revising, and editing complex argumentative texts
- Engage in all stages of advanced, independent library research
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing to critique their own and others' arguments

Conventions

- Apply and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics, and be aware of the field-specific nature of these conventions
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Revise for style and edit for features such as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

Required Texts.

Graff and Birkenstein, *They Say/I Say*, 3rd or 4th edition ISBN: 0393935841

Lunsford and Ruskiewicz, *Everything's An Argument: Custom UTA edition*, 2017

Description of Major Assignments.

- **Issue Proposal (Due 2/19):** 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 3/7):** 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 4/6):** 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 5/4):** 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 5/2):** Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper.
- **Composition Book/Drafting/Workshops:** You will need to have purchased a Composition Book and bring it to class on January 17th when we will discuss their importance/role in the class. From then on, this notebook should not only come to every class with you, but travel with you throughout the rest of the week as well. You'll use it for daily observations, in-class activities, notes, ideas, brainstorming, drafts, research, and more. I will periodically check the CB or take a grade from it. Days on the calendar where it says we'll be drafting (i.e., Zero Draft) or doing a writing workshop also count in this category. Showing up to these classes (see the course calendar for dates), completing a draft that meets all the draft requirements (given to students in class that day), and turning it in by the deadline all count toward this grade. **These days can't be made up and do not count toward exemptions (see the next Participation section).** Please make a special effort to note when these dates are and make sure you attend class.
- **Participation/Quizzes/Daily Work:** Every class meeting will have an activity or assignment in it that you will get a completion grade for. These can be as simple as a group discussion or in-class writing or a single sentence/answer turned in on a post-it. Students are allowed 3 "exempted" assignments/activities, meaning that, when I go in to put a completion grade for the day I will "exempt" the grade (no grade, no points toward the final grade) for the first three missing assignments/activities (this includes both "excused" and unexcused absences—you get 3 total exemptions). After that, not doing/turning in an assignment/activity will result in a 0. Any other homework assignments, reading activities, etc. assigned in class will also fall under this category. As outlined in the Late Assignments Policy, these assignments cannot be made up or turned in late. If you miss class where one is assigned and turned in or

fail to turn in the assignment by its due date/time, you will receive a 0. These assignments may not appear on the course calendar but be assigned in class instead (they are often assigned based on me noting a need in class and assigning them to fill it). From time to time we will also have quizzes either in class or on Blackboard and those grades will fall in this category.

- **Peer Reviews.** Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members' participation. **It is very important that you participate in peer review, as you will not be able to make up these points. Make a note of these dates on the calendar and be sure you are in class.** Points lost for missing these workshops will come off of the essay the peer review is for.

Class Participation: (See above for how this is graded). Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is necessary for success in this class; we will be reading, writing, discussing, and doing activities on a daily basis. You are expected to show up on time, to come with all supplies needed (including your composition book every class period **and any text we are currently working on**), and to actively participate in the activities and/or group work/class discussion each class period. **This is not a lecture-based class.** If I see a consistent lack of (quality) participation, I may ask you to meet with me in a one on one conference to discuss your performance. I may also, if the class as a whole shows little participation, take a participation grade on certain days to motivate students to get back into the game. This means that students who were actively participating will get a passing grade while students who showed up but did not actively participate will get a failing grade despite showing up. Showing up to class (or showing up to class and "taking notes") **is not participation. It is attendance**, and the **bare minimum** required of a student at the University. **Participation means adding to the conversation, engaging in activities, speaking and writing in class.**

Attendance: Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. *As the instructor of this section, I take attendance every day for my own records. While your attendance record will not affect your grade, as stipulated by the university and Title IX, see the above Course Participation section and the below Late Assignments policy for information on how lack of class participation and not doing in-class activities does affect your grade. Being late or leaving early are disruptive to the rest of the class and will be counted as absences. I will ask you to come to a conference with me to discuss your lack of attendance if this becomes an issue.* 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	25%
Final Presentation	5%
Participation /Quizzes/Daily Work	10%
Composition Book/Drafting/Workshops	15%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.49%, C=69.5-79.49%, D=59.5-69.49%, F=59.49%-and below.

Late Assignments:

- No daily assignments or in-class activities (whether due in the same class period or due later) will be accepted late. For instance, if I assign a discussion post or activity in class and you have not turned it in or posted it by the due date/time I give you with the assignment, you will receive a zero for that assignment. Likewise, no in-class assignments/activities (in other words, something completed in the same class period it's assigned) will be accepted late; if you aren't in class that day to participate in the assignment, you will get a zero. **Such activities are generally not on the course calendar and come up as I see what the class needs to work more with or focus on.** Such assignments fall under the Cards, Daily Assignments, Responses, and In-Class Activities grade category which counts as 10% of your overall grade.
- All major essays (IP, AB, MI, and RPP) will have their own late policy, complete with point deduction calendar for each step of the project/essay/assignment. These policies and calendars are clearly laid out on each assignment's assignment sheet (see the Major Assignments tab on our Blackboard site).

All major essay projects (IP, AB, MI, and RPP) must be completed to pass the course. If you fail to complete an essay project (turn in a final draft), 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.

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 except for the scenario

mentioned later in this paragraph. 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. All students are responsible for making sure their submissions have correctly posted to Blackboard. In order to check if an essay/assignment has been submitted correctly, click on the “Grades” tab located on the left-hand side of the course home page and then look for the green exclamation point icon in the appropriate assignment column (Note: for discussion activities and peer review, a ball icon confirms your submission.). If an exclamation point is not present after your essay/assignment has been submitted, you should resubmit and follow the steps above to make sure the essay/assignment is properly submitted. If your essay/assignment still isn’t posted after several attempts, you should email the essay/assignment (work submitted incomplete will be graded accordingly) as an attachment to your instructor **BEFORE** the specified deadline. I will contact you about your emailed submission within 24 hours and specify a timeframe for submitting the essay/assignment to Blackboard. Failure to submit your work within the designated timeframe will result in a zero. Also, you must submit the same essay/assignment to Blackboard that you submitted to me via email. Failure to submit the same work will result in a zero for the assignment. You must also make sure that your work is not blank and/or opens if submitted as an attachment. You, as the student, can see exactly what your assignment looks like when it’s been submitted. If the screen/document is blank or the attachment won’t open, it is your responsibility to resubmit until it is working.

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.

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

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**; all earpieces should be removed. [Some activities we do will need these devices, and I will tell you when that’s the case]. 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

Office Hours and Grade 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** (especially if the grade/feedback is handed back in class—I won’t discuss that grade/feedback with you at the end of that same class; you’ll need to wait the same 24 hours). 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.** This violates your privacy under FERPA. You will need to make an appointment (or come by office hours) to discuss such issues.

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) 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.*

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

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

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

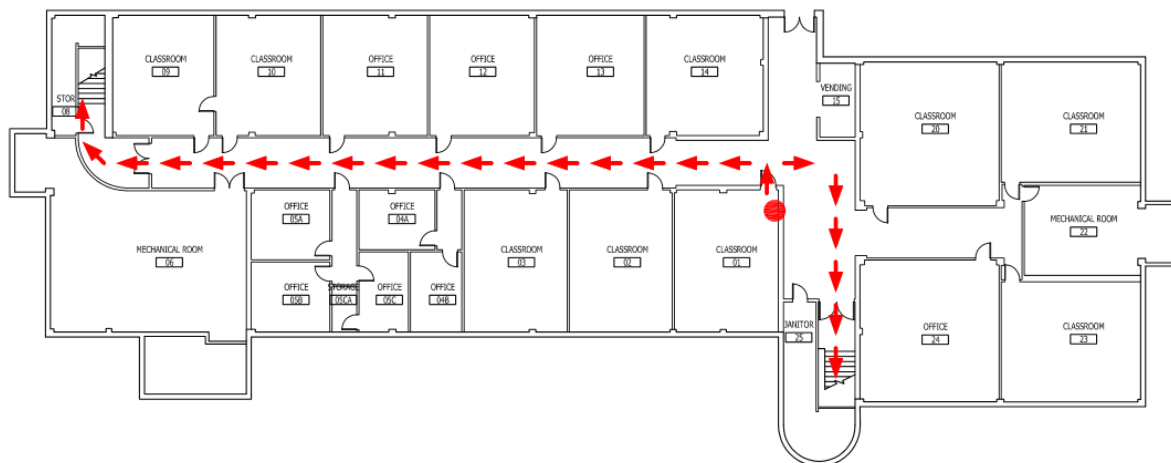
Electronic Communication Policy. UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail 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 not email you through other email accounts. You must use your MavMail for the course and are expected to check it (and our Blackboard Announcements page) for announcements, etc. regularly. I will reply to all emails from students within 24 hours during the week (Monday-Friday) and within 48 hours over the weekend (Saturday and Sunday). If you haven't received a reply within those time-frames you are welcome to email me again (including the original email), but please wait that 24 or 48 hours before following up on an email.

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.

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. 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](#), [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.

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.

I am required to post the course calendar with dates, lecture topics, and due dates here in the syllabus. However, you should understand that this is a **fluid** document. **It will change**, especially depending on the class's needs. I will always update it in writing, in a timely manner on the Blackboard page with the phrase "Updated on (date)" near the changes made. And I will always verbally announce changes in class. The course calendar will be posted as a separate document in Blackboard so that changes can be more easily seen. Those changes will not be updated as often in this full syllabus document. **Always refer to the separate course calendar posted in the same tab (beneath the original syllabus document) in Blackboard as your definitive, up-to-date schedule.**

Course Calendar

Assignments, readings, videos, etc. are all due before you walk into class on the day they are listed.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Sarah A. Shelton

1/14/19

Syllabus Abbreviations	
<i>TSIS: They Say / I Say</i>	AB: Annotated Bibliography
<i>EAA: Everything's an Argument</i>	MI: Mapping the Issue Paper
Bb: Blackboard	RPP: (Researched Position Paper)
CB: Composition Book	
IP: Issue Proposal (Paper)	

Assignments, readings, videos, etc. are all due before you walk into class on the day they are listed.

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Week	Date	Class Topic	Etc.
1	TUE 1/15	In Class: <ul style="list-style-type: none"> • Introduction • Syllabus • A look at Blackboard / Course Calendar • Diagnostic Essay 	Composition Book in the next class. For Thurs.'s Show and Tell, bring an object (other than your phone) that defines you.
	THU 1/17	Readings: <ul style="list-style-type: none"> • Syllabus • "On Keeping a Notebook" / Joan Didion (Bb) • <i>Big Magic</i> Part II / Elizabeth Gilbert (Bb) Due: <ul style="list-style-type: none"> • Syllabus Quiz/Contract in Blackboard (by 11:59 PM Sunday 1/20) In Class: <ul style="list-style-type: none"> • Show and Tell: Objects • Paying Attention to the World and Saying Yes to Ideas • Composition Books (Activities) 	BRING COMPOSITION BOOKS & OBJECT

2	TUE 1/22	Readings: <ul style="list-style-type: none"> • <i>TSIS</i>: Preface and Introduction Due: <ul style="list-style-type: none"> • Issues lists/work in CB In Class: <ul style="list-style-type: none"> • Group Discussion: Topics • <i>They Say / I Say</i> Observations 	
	THU 1/24	Readings: <ul style="list-style-type: none"> • <i>TSIS</i> Ch. 1 • <i>EEA</i> Ch. 1 Due: <ul style="list-style-type: none"> • <i>They Say / I Say</i> Observations (so far) In Class: <ul style="list-style-type: none"> • Activity with Readings • Group Discussion: Topics 	
3	TUE 1/29	Readings: <ul style="list-style-type: none"> • ENGL 1302 assignments in <i>EAA</i> pp. xl-lix Pay careful attention to the Issue Proposal (IP) and Annotated Bibliography (AB) Due: <ul style="list-style-type: none"> • 3 questions about the first two assignments (IP and AB) (in CB) • List of possible topics (in CB) In Class: <ul style="list-style-type: none"> • Assign Issue Proposal • Picking Issues Activity <p>Census Date January 30: Last day to withdraw without a W</p>	
	THU 1/31	In Class: <ul style="list-style-type: none"> • Twelve Tests of an Arguable Issue • Issue Proposal Zero Draft in class [Bring a laptop or tablet to class that you can work on]. <i>{Showing up to this class, completing a draft that meets all the draft requirements, and turning it in by the deadline}</i> 	
4	TUE 2/5	In Class: <ul style="list-style-type: none"> • Discuss Current Issues of Academic Dishonesty • Activity 	
	THU 2/7	Due: <ul style="list-style-type: none"> • Draft of Issue Proposal (bring a hardcopy to class and upload an electronic copy to Bb before class starts) In Class: <ul style="list-style-type: none"> • Peer Review Workshop • Issue Proposal Peer Review (due before leave class) 	Due: Draft of Issue Proposal

5	TUE 2/12	Readings: <ul style="list-style-type: none"> • <i>TSIS</i> Chapters 7 & 10 In Class: <ul style="list-style-type: none"> • Refining Your Issue Workshop: “so what/who cares” and metacommentary 	
	THU 2/14	<p>WRITING CONFERENCES / NO CLASS MEETING</p> <p><i>We will not meet in the classroom today. Instead, you have this time to work on your final draft wherever is most productive for you. You are also encouraged (not required) to come see me in my office throughout the day and bring a printed copy of your draft for one-on-one feedback. I will not read your draft ahead of time or via email. You must come to the office with a copy to get feedback. Times I will be in the office (including, if applicable, other days besides today) will be posted in a discussion board on Bb. Please sign up on that discussion board for a time so there isn't a wait in the hallway (reply to the thread that lists the time you want and don't reply to that time if someone else already has). If there isn't a time that works for you, email me to see if we can make other arrangements. If you don't want to meet with me, consider visiting the writing center.</i></p>	
6	TUE 2/19	Readings: <ul style="list-style-type: none"> • AB Assignment in <i>EAA</i> pg. xlvi-xlvii Due: <ul style="list-style-type: none"> • Issue Proposal Final Draft (uploaded to Bb before class) In Class: <ul style="list-style-type: none"> • Assign Annotated Bibliography 	Due: Issue Proposal Final
	THU 2/21	In Class: <ul style="list-style-type: none"> • What is a well-rounded source list? • Finding Sources 	
7	TUE 2/26	Readings: <ul style="list-style-type: none"> • <i>TSIS</i>: Chs. 2 & 3 Due: <ul style="list-style-type: none"> • Information for one source (bring the source to class) In Class: <ul style="list-style-type: none"> • Write one AB • AB Peer Review • Post AB from today's class to Bb by 11:59 PM 	
	THU 2/28	Readings: <ul style="list-style-type: none"> • <i>EAA</i> Ch. 4 “Arguments Based on Facts and Reason: Logos” In Class: <ul style="list-style-type: none"> • Review logos and identify evidence 	

8	TUE 3/5	Readings: <ul style="list-style-type: none"> • EAA Ch. 2 “Arguments Based on Emotion: Pathos” • EAA Ch. 3 “Arguments Based on Character: Ethos” In Class: <ul style="list-style-type: none"> • Review Pathos and identify emotional appeals • Review Ethos and identify authority 	
	THU 3/7	Readings: <ul style="list-style-type: none"> • MI Assignment EAA pg. xlviii-liii Due: <ul style="list-style-type: none"> • Annotated Bib Final Draft (uploaded to Bb before class) In Class: <ul style="list-style-type: none"> • Assign Mapping the Issue Paper (MI) 	Due: Annotated Bibliography Final
9	TUE 3/12 & THU 3/14	Spring Vacation – No Classes	
10	TUE 3/19	Readings: <ul style="list-style-type: none"> • EAA Ch. 5 “Fallacies of Argument” • EAA Ch. 7 “Structuring Arguments” pg. 130-150 In Class: <ul style="list-style-type: none"> • Activities with fallacies and warrants 	
	THU 3/21	In Class: <ul style="list-style-type: none"> • Mapping the Issue Zero Draft in class [Bring a laptop or tablet to class that you can work on]. <i>{Showing up to this class, completing a draft that meets all the draft requirements, and turning it in by the deadline}</i> 	
11	TUE 3/26	Readings: <ul style="list-style-type: none"> • TSIS Ch. 8 • “Incorporating Sources Effectively” (Bb) In Class: <ul style="list-style-type: none"> • Workshop on connecting and incorporating sources [Bring Z-Draft and a laptop or tablet to class that you can work on]. 	
	THU 3/28	Due: <ul style="list-style-type: none"> • Draft of Mapping the Issue Paper (bring a hardcopy to class and upload an electronic copy to Bb before class starts) In Class: <ul style="list-style-type: none"> • Peer Review Workshop • MI Peer Review (due before leave class) 	Due: Draft of Mapping the Issue Paper

		Last Day to Drop: March 29 Submit Requests to Advisor prior to 4 p.m.	
12	TUE 4/2	<p>WRITING CONFERENCES / NO CLASS MEETING</p> <p><i>We will not meet in the classroom on 4/2 or 4/4. Instead, you have this time to work on your final draft wherever is most productive for you. You are also encouraged (not required) to come see me in my office throughout the day and bring a printed copy of your draft for one-on-one feedback. I will not read your draft ahead of time or via email. You must come to the office with a copy to get feedback. Times I will be in the office (including, if applicable, other days besides today) will be posted in a discussion board on Bb. Please sign up on that discussion board for a time so there isn't a wait in the hallway (reply to the thread that lists the time you want and don't reply to that time if someone else already has). If there isn't a time that works for you, email me to see if we can make other arrangements. If you don't want to meet with me, consider visiting the writing center.</i></p>	
	THU 4/4	<p>Due:</p> <ul style="list-style-type: none"> • Read <i>TSIS</i> Chapter 11 and take quiz on Bb (by 11:59 PM on 4/4) • Mapping the Issue Final Draft (uploaded to Bb by 11:59 PM Sat. 4/6) 	Due: Mapping the Issue Final
13	TUE 4/9	<p>Readings:</p> <ul style="list-style-type: none"> • RPP Assignment <i>EAA</i> pg. liv-lix <p>In Class:</p> <ul style="list-style-type: none"> • Assign Researched Position Paper (RPP) and RPP Presentation • Researched Position Paper Zero Draft in class [Bring a laptop or tablet to class that you can work on]. { <i>Showing up to this class, completing a draft that meets all the draft requirements, and turning it in by the deadline</i>} 	
	THU 4/11	<p>Readings:</p> <ul style="list-style-type: none"> • <i>TSIS</i> Ch. 4 and 5 <p>In Class:</p> <ul style="list-style-type: none"> • Continue drafting in class with emphasis on using <i>TSIS</i> 4 & 5 [Bring a laptop or tablet to class that you can work on]. { <i>Showing up to this class, completing a draft that meets all the draft requirements, and turning it in by the deadline</i>} 	

14	TUE 4/16	Readings : <ul style="list-style-type: none"> • <i>TSIS Ch. 6</i> • <i>EAA pgs. 126-129</i> In Class: <ul style="list-style-type: none"> • Continue drafting in class with emphasis on using Rogerian Argument/ Naysayer/ Counterargument [Bring a laptop or tablet to class that you can work on]. { <i>Showing up to this class, completing a draft that meets all the draft requirements, and turning it in by the deadline</i>} 	
	THU 4/18	Due: <ul style="list-style-type: none"> • Draft of RPP (bring a hardcopy to class and upload an electronic copy to Bb before class starts) In Class: <ul style="list-style-type: none"> • Peer Review Workshop • RPP Peer Review (due before leave class) 	Due: RPP Draft
15	TUE 4/23	<p>WRITING CONFERENCES / NO CLASS MEETING</p> <p><i>We will not meet in the classroom on 4/23 or 4/25. Instead, you have this time to work on your final draft wherever is most productive for you. You are also encouraged (not required) to come see me in my office throughout the day and bring a printed copy of your draft for one-on-one feedback. I will not read your draft ahead of time or via email. You must come to the office with a copy to get feedback. Times I will be in the office (including, if applicable, other days besides today) will be posted in a discussion board on Bb. Please sign up on that discussion board for a time so there isn't a wait in the hallway (reply to the thread that lists the time you want and don't reply to that time if someone else already has). If there isn't a time that works for you, email me to see if we can make other arrangements. If you don't want to meet with me, consider visiting the writing center.</i></p>	
15	THU 4/25	<p><i>We will not meet in the classroom on 4/23 or 4/25. Instead, you have this time to work on your final draft wherever is most productive for you. You are also encouraged (not required) to come see me in my office throughout the day and bring a printed copy of your draft for one-on-one feedback. I will not read your draft ahead of time or via email. You must come to the office with a copy to get feedback. Times I will be in the office (including, if applicable, other days besides today) will be posted in a discussion board on Bb. Please sign up on that discussion board for a time so there isn't a wait in the hallway (reply to the thread that lists the time you want and don't reply to that time if someone else already has). If there isn't a time that works for you, email me to see if we can make other arrangements. If you don't want to meet with me, consider visiting the writing center.</i></p>	
16	TUE 4/30	Due/In Class: <ul style="list-style-type: none"> • RPP Presentations 	
16	THU 5/2 Last Day of Class	Due: <ul style="list-style-type: none"> • RPP Final Draft (uploaded to Bb by 11:59 PM Sat 5/4) In Class: <ul style="list-style-type: none"> • RPP Presentations (finish) • Course Reflection 	Due: RPP Final

	5/4- 5/10	Final Exam Week	
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