

English 1302: Rhetoric and Composition II

Instructor: Julie McCown

Course Information: Section 004; MWF 9:00-9:50 am; Preston Hall (PH) 206
Section 013; MWF 10:00-10:50 am; Preston Hall (PH) 206

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ENGL 1302 RHETORIC AND COMPOSITION II: 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. Prerequisite: Grade of C or better in ENGL 1301.

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* 2nd edition

First-Year Writing: Perspectives on Argument (2012 UTA custom 3rd edition)

Ruszkiewicz et al, *The Scott, Foresman Writer* (UTA custom edition)

Description of Major Assignments.

Reading Responses/Reading Quizzes: Each reading response should be two double-spaced pages (around 500-600 words) and should address the prompts provided.

Reading quizzes will be assigned if students do not come to class prepared.

Issue Proposal (due Wednesday, 02/13): This semester you'll be conducting research on an issue that you select. For this paper (3-5 pages), 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 (Friday, 03/01): For this assignment you will create a list of at least 10 relevant 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 (Monday, 04/01): For this paper (5 pages), 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 (Monday, 04/29): For this paper (5-10 pages), you will advocate a position on your issue with a well-supported argument written for an audience that you select.

Class Participation: You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. Your participation grade makes up 10% of your final grade (100 out of 1000 points). Each class period is worth approximately 2.27 points (there are 44 classes this semester). To receive full credit for participation each class you must: arrive to class no more than 5 minutes late, not leave class early, and demonstrate active engagement and preparation for each day's activities (this includes bringing the necessary readings, papers and other materials needed for each day).

Peer Reviews. Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper's final folder in order to receive full credit. It is **very important that you attend class on peer review days with a copy of your essay for your reviewer, as you will not be able to make up these points.**

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

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

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

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

Issue Proposal	150 points	15%
Annotated Bibliography	100 points	10%
Mapping the Issue	250 points	25%
Researched Position Paper	300 points	30%
Responses/Quizzes	100 points	10%

Class Participation 100 points 10%

Final grades will be calculated as follows: A=90-100% (900-1000 points), B=80-89% (800-899 points), C=70-79% (700-799 points), F=69%-and below (699 points and below); Z=see the Z grade policy above.

All major essay projects must be completed to pass the course. If you fail to complete an essay project, you will fail the course, regardless of your average. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Late Assignments. Papers are due at the beginning of class on the due date specified. Reading responses **will not** be accepted late. Assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission *in advance of the due date*. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date. If you are worried about being late, or you are unable to attend class on days when assignments are due, you may email me the assignment by the start of class on the day it is due.

Revision policy. Revision is an important means for improving both the writing process and the final product. Students have the option of revising two major essays—the Issue Proposal and Mapping the Issue Essay—after they have been graded. The original grade and revision grade will be averaged to arrive at the student's final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade.

Attendance Policy. 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.

After accruing **six (6)** unexcused absences in an M/W/F class, students will be penalized 5% off their final grade for each additional absence. **If you accumulate eleven (11) or more unexcused absences, you will automatically receive an F regardless of your other grades in the course.** I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities. Habitual tardiness is one indication of poor time management and life preparation.

Classroom behavior. Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the 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.

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.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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. 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.

Americans with Disabilities Act. The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

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.

The English Writing Center The English Writing Center, Room 411 Central Library, will be open January 22 – May 3). Hours are Mondays-Thursdays 9 a.m. to 7 p.m., Fridays 9 a.m. to 2 p.m. and Sunday from 2 p.m. to 6 p.m. Students must register first at www.uta.edu/owl. Choose the <Register> tab on the left and choose <Click Here>

for first visit. Once the registration form is complete, students may schedule appointments online at www.uta.edu/owl/appointments or <http://uta.mywconline.com>.

Face-to-Face appointments begin on the hour and are scheduled for 45 minutes. Writing Center consultants assist with any aspect of writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments.

In addition to our regular consultations, the Writing Center will offer **Quick Hits**, which will allow students a five minute session to ask a question about citations, spelling, or other grammar or style concerns without making an appointment in advance. Clients will be assisted on a first-come, first served basis as walk-ins only. Hours are variable and limited. For more information, please see our website.

Workshops *Workshops locations TBA.*

Seats are limited and attendees must register and make an appointment for the workshop on the Spring 2013 Writing Center schedule. The Writing Center will cancel workshops with insufficient enrollment. Attendees will be notified in the event of cancellation.

Jan. 31, 5 p.m. – Plagiarism and Citations

Workshop will focus on understanding rules related to plagiarism, including identifying when to include in-text citations for paraphrases, direct and indirect quotes. Will also briefly discuss using the appropriate handbook as a guide to writing essays and documenting sources, but is not intended to be comprehensive review of the use of any particular style guide.

Feb. 6, Noon - ENGL1302: Issue Proposal (IP)

Feb. 5, 5 p.m. – ENGL1302: Issue Proposal (IP)

These workshops are designed to help students enrolled in 1302 with the first writing assignment in the FYC Spring sequence. Workshop will review the assignment requirements and identify the best approach to completing the assignment according to the demands of the project.

Feb. 12, Noon - Undergraduate Assignment Comprehension

Feb. 13, 5 p.m. – Undergraduate Assignment Comprehension

These workshops are not disciplinary specific, but instead offer guidelines for best student practices when reading, interpreting, and tackling academic assignments and projects.

Feb. 19, Noon - ENGL1302: Annotated Bibliography (AB)

Feb. 20, 5 p.m. – ENGL1302: Annotated Bibliography (AB)

The annotated bibliography is an important genre in academic writing that has specific content and style requirements that may be unfamiliar. These workshops are developed to help students respond to the specific requirements and to become familiar with ways of providing judgment free analysis of potential sources.

Feb. 26, Noon -Establishing a Writing Process

Feb. 27, 5 p.m. – Establishing a Writing Process

An important skill for all college students is working to create a writing process that works. These workshops will provide key strategies and tips for establishing a process that will help students get through writing projects.

Mar. 5, Noon -ENGL1302: Mapping the Issue (MI)

Mar. 6, 5 p.m. – ENGL1302: Mapping the Issue (MI)

Explores the criteria for the Mapping the Issue writing assignment for students enrolled in 1302. In keeping with the other freshman writing workshops, these are intended to help students develop the skills necessary to complete the assignment and become academic writers.

Mar. 19, Noon - Common Grammar Errors

Mar. 20, 5 p.m. – Common Grammar Errors

Explores the most often identified grammar errors in student writing and provides tips on avoiding, recognizing and correct these before submitting final drafts.

April 2, Noon -Editing and Revising

April 3, 5 p.m. – Editing and Revising

Students should bring a draft or a previously graded writing assignment to this workshop. In addition to helping students better understand the differences between editing and revising, these workshops will allow students to put these skills into practice in a friendly environment in order to demonstrate how editing and revising can improve their writing projects.

April 9, Noon -ENGL1302 Researched Position Paper Part I (RPP)

April 10, 5 p.m. – ENGL1302 Researched Position Paper Part I (RPP)

Workshops cover the final sequence in the 1302 writing program. These workshops ensure that students understand the assignment.

April 16, Noon -ENGL1302 Researched Position Paper Part II (RPP)

April 17, 5 p.m. – ENGL1302 Researched Position Paper Part I (RPP)

In the second RPP series, students should bring a draft so that they can begin refining their final writing project.

If you have suggestions for additional workshops, or to request a workshop in your classroom, please email us at clough@uta.edu or brittain@uta.edu.

Library Research Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments:

Paper's Due Drop Inn. The Paper's Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, on the 2nd floor of Central Library (to your right when you exit the elevator; to your left when you exit the stairwell), librarians will be available to assist students with research and/or citation. On most days, there will also be a consultant available from the Writing Center who can help with any problems students may have with organizing or writing papers.

Course-Specific Guides. All First-Year English courses have access to research guides that assist students with required research. To access the guides go to <http://libguides.uta.edu>. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help.

Additional Academic Resources. UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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 MyMav. 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.

Conferences and Questions: I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

The due dates for major assignments (Issue Proposal, Annotated Bibliography, Mapping the Issue, and Researched Position Paper) will not change. However, it is entirely possible and, in fact, highly likely that in-class activities and readings might change. Such changes will be made in an effort to better prepare and equip you for successfully completing the major assignments. When these changes are made I will remind you repeatedly both in-class, by email, by Blackboard, and through updated course schedules. As long as you regularly attend class, check email, and check Blackboard, you should have no problem keeping up.

Course Schedule. Assignments are due on the day they are listed.

Syllabus Abbreviations	
<i>TSIS: They Say/I Say</i>	IP: Issue Proposal
<i>SFW: The Scott, Foresman Writer</i>	AB: Annotated Bibliography
<i>FYW: First-Year Writing: Perspectives on Argument</i>	MI: Mapping the Issue
	RPP: Researched Position Paper

Week	Date	Assignments
1	01/14	Course introduction. Policies and procedures.
1	01/16	Rhetorical situation; Diagnostic Essay (in-class) Due: Signed Syllabus Contract
1	01/18	Rhetorical situation, cont. Read: <i>FYW</i> pp. P12-P16 and “The Rhetorical Situation” pp. P17-P20. Last day for late registration
2	01/21	No Class: Martin Luther King Jr. Day
2	01/23	Entering academic conversations Read: <i>TSIS</i> Preface, Introduction, and Ch. 9 Due: RR#1 (2 pages or around 500-600 words): Choose a current issue that interests you. 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 Introduction to help organize your ideas.

2	01/25	Introduction to argument Read: FYW Chapter 1 (pages 1-5, 11-23, 26-28, 36) and TSIS Chapters 1 and 7
3	01/28	Discuss ENGL 1302 assignment sequence Read: ENGL 1302 assignments in FYW pp. P48-P69. Pay careful attention to the Issue Proposal (IP). Due: RR#2: Name 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? Also, bring questions about assignment sequence in general and IP specifically.
3	01/30	Discuss current issues Read: Review FYW Chapter 1 pp. 18-28. Due: RR#3: Select three possible issues to research this semester. Draft responses to invention questions 1-4 in the Issue Proposal assignment for each issue (FYW P51-P52). Census Date: Last day to withdraw without a W
3	02/01	Review and discuss sample IP. Discuss peer review. Read: Sample IP in FYW pp. P55-P56 and "Understanding Your Instructor's Comments" and "FYE Evaluation Rubric" in SFW pp. xxiii-xxix. Due: First draft of IP.
4	02/04	Finding and Stating Claims. Assign peer review groups. Read: FYW Chapter 4 and TSIS Chapter 4
4	02/06	In-class work on IPs. Due: Peer review feedback of IPs.
4	02/08	Reasons and evidence Read: FYW Chapter 6. Due: RR#4: FYW pp. 171-172 Tasks 1 and 2
5	02/11	Reasons and evidence, cont. Read: TSIS Chapters 2, 3, 5; SFW pp. 233-248
5	02/13	Discuss strengths and weaknesses of IP and trajectory of research project. Assign annotated bibliography (AB). Due: Issue Proposal.
5	02/15	Library Day: Research for Annotated Bibliography Meet in library room B20. Read: SFW pp. 224-232. Due: Possible search terms for your library research.
6	02/18	Warranting claims and reasons Read: Warren, "Taming the Warrant" (on Blackboard); FYW Chapter 9 (skim this chapter).
6	02/20	Warranting claims and reasons. Read: Review FYW Chapter 9.
6	02/22	Review and discuss sample AB. Read: Sample AB FYW pp. P57-P58. Due: First draft of AB (At least 5 out of the 10 required entries)
7	02/25	In-class work on AB Due: Bring your Annotated Bibliography to class to work on
7	02/27	Mapping the Issue (MI) Read: MI assignment in FYW pp. P59-P62. Due: Questions about MI assignment.
7	03/01	Strengths and weaknesses of AB. Due: Annotated Bibliography.

8	03/04	Ethos, pathos, and logos Read: FYW Chapter 5 and “Evaluating Proofs” handout Due: RR#5: Select an article from your AB and analyze its claims and support (see Invention #3 in assignment pg. P59 in FYW).
8	03/06	Reporting evidence Read: FYW Chapter 7 Due: RR#6: Identify 3 things from FYW Chapter 7 and explain how you plan to apply or use them in your Mapping the Issue Paper and/or Researched Position Paper.
8	03/08	Reporting evidence Read: Review FYW Chapter 7 Due: RR# 7: Write a draft outline of your MI. Include the evidence you will use to support your discussion of the conversations you’re mapping.
9	03/11, 03/13, 03/15	Spring Break – No classes all week
10	03/18	In-class work on MI. Assign peer review groups. Read: Sample MI in FYW pp. P63-P65. Due: First draft of MI.
10	03/20	In-class work on MI Due: Working draft of MI brought to class
10	03/22	In-class work on MI Due: Peer reviews of MI.
11	03/25	Assign Researched Position Paper Read: RPP assignment in FYW pp. P66-P69. Due: Questions about RPP assignment
11	03/27	Your reader’s role in your argument Read: FYW Chapter 8, TS/S Chapter 6 Due: RR#8: (1 page, around 250 words) Name the intended audience for your RPP (remember, it must be a person or group with a real address) and explain how you intend to frame your problem/solution for your chosen audience (see FYW pp. 200-201 for invention questions). Last day to drop
11	03/29	Outlining your argument Read: FYW Chapter 3 (you can skim this chapter) Due: RR#9: Outline of your RPP, including main claim, “so what,” reasons, and support.
12	04/01	Discuss strengths and weaknesses of MI. Due: Mapping the Issue Paper.
12	04/03	TBA
12	04/05	TBA
13	04/08	Making your case Read: TS/S Chapter 10 Due: RR#10: Draft a paragraph of your RPP in which you include a reason, support your reason with evidence, and include “metacommentary” to clarify or elaborate.
13	04/10	Rogerian Argument Read: FYW Chapter 11 Due: Where do you have common ground with opponents in your RPP? Draft a paragraph of your RPP in which you highlight your common ground.

13	04/12	Research Process Read: FYW Chapters 13-14. Due: Questions about your research process.
14	04/15	Library Day – meet in room B20 Due: Bring a list of questions you still need to answer/information you still need to gather for your RPP and search terms for library work.
14	04/17	In-class work on RPPs. Read: Sample RPP pp. P70-P73 in FYW. Due: Questions about RPP project.
14	04/19	In-class work on RPPs. Assign peer review groups. Rhetorical Chairs. Due: First draft of RPP.
15	04/22	In-class work on RPPs. Due: Working Draft of RPPs.
15	04/24	In-class work on RPPs. Due: Peer review of RPPs.
15	04/26	In-class work on RPPs. Due: Working draft of RPPs.
16	04/29	Discuss strengths and weaknesses of RPPs. RPP presentations. Due: RPP Portfolios.
16	05/01	Class evaluations. RPP presentations, cont.
16	05/03	RPP presentations, cont. Last day of classes

ENGL 1302 Syllabus Contract

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

Print Name

Date

Signature

Date

Permission to Use Student Writing

Student's Name_____

Class Number and Section_____

Instructor Name_____

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

Student's signature_____

UTA ID_____ Date_____