

## ENGL 1302: Reading, Writing, and Critical Thinking SPRING 2013

Instructor: Kristine Wilson  
Office location: CAR 604  
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### Course Description

This class is a continuation of ENGL 1301, but with an emphasis on advanced techniques of academic argument. It 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.

Expected Learning Outcomes can be located on P48-P50 of the textbook, *First-Year Writing: Perspectives on Argument* and on pp. xvi-xvii of the *Scott, Foresman Writer*.

### Required Texts

These books are **required**, not optional. You will not be able to succeed in this class without purchasing all of the books. I will conduct random book checks that will count toward your daily participation grade. You must have hard copies of the books, **not** PDFs or other electronic versions, which violate copyright laws (and the academic honor code).

- Graff and Birkenstein. *They Say, I Say*. 2<sup>nd</sup> edition. ISBN: 978-0-393-93361-1
- *First-Year Writing: Perspectives on Argument*. (3<sup>rd</sup> UTA Custom Edition)
- Ruskiewicz, et al. *The Scott, Foresman Writer* (UTA Custom Edition)

**Please note:** You can purchase *They Say, I Say* online, as long as you buy the correct edition. The other two books can *only* be purchased from the UTA bookstore. They are customized editions for UTA. If you have an older version of *First-Year Writing: Perspectives on Argument*, you will need to purchase the new (3<sup>rd</sup>) edition. This is not negotiable.

### Grading Scale

- |                             |                         |
|-----------------------------|-------------------------|
| • Process Papers            | 150 points (5 x 30 pts) |
| • Issue Proposal            | 150 points              |
| • Annotated Bibliography    | 100 points              |
| • Mapping the Issue paper   | 200 points              |
| • Researched Position Paper | 300 points              |
| • Class Citizenship         | 100 points              |

A= 890-1000; B= 790-889; C= 690-789; Z or F= below 690

Grades in FYC are A, B, C, F, and Z. The Z grade is reserved for students who attend class regularly, participate actively, and complete all of the assigned work on time, but still do not write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based on a numerical 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.

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Students who earn a Z grade 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, and/or do not complete assigned work.

**All three of the major papers must be completed to pass the course (IP, MTI, & RPP).** If you fail to complete any of the major papers (on time), you will fail the course, regardless of your cumulative points in the class. **Keep all papers** until you receive your final grade from the university, including drafts and your graded papers with my comments. You cannot challenge a grade without evidence.

## Grade Inquiries

It is your responsibility to keep track of your own grades. Grades for each assignment will be posted on Blackboard, including points awarded and the corresponding letter grade. You can estimate your grade at any time by simply adding up your total points and dividing by the total number possible at that time. I WILL NOT discuss students' grades or individual concerns before, during, or after class. Grades are not negotiable. However, if you want to discuss how you can improve your grade, you can make an appointment to meet with me during office hours. Do not wait until the end of the semester to try to salvage your grade! If you are struggling, seek help early and often.

DO NOT email me with a story about why you have to get a certain grade, or wait until the end of the semester to ask if there's anything you can do to make that grade. You will be awarded the grade you earn, not the one you want or "need."

## Assignment Descriptions

### Process Papers

You will be required to write five (5) short process papers. These brief responses will enable you to fully analyze your topics and sources and thereby improve your major writing assignments. Process Papers are due on Blackboard, as listed on the course schedule. \*\*\*NOTE: All process papers must be typed in 12 pt. Times New Roman font, with MLA headings and 1" margins, and submitted in MS Word or PDF format. Failure to comply with these basic formatting guidelines will result in a zero for the assignment.

### Issue Proposal

This semester you will be conducting research on an issue that you select. For this paper, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research.

### Annotated Bibliography

For this assignment, you will create a list of at least ten (10) relevant sources that represent multiple perspectives on your issue. You will include an evaluation of each source, followed by a summary and brief discussion of how you anticipate using it in the remaining papers.

### Mapping the Issue Paper

For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different perspectives on the issue—all from a completely neutral point of view.

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### Researched Position Paper

This paper represents the culmination of the research and writing you have done on the other major projects. In it, you will advocate a position on your issue with a well-supported argument written for a specific audience.

### Class Citizenship

In order for class to function most productively, it is essential that all students behave as engaged citizens. Good classroom citizenship includes: attending class regularly and promptly; coming to class prepared—i.e., reading all of the assigned pages, annotating each text, preparing productive comments and/or questions, and bringing the texts/notes to class; completing assigned homework; actively participating in class activities and discussions; and behaving in a professional, respectful, and non-disruptive manner. **NOTE:** I will be doing book checks throughout the semester to make sure that you have purchased the books and that you bring the appropriate book(s) to class when we have a reading assignment due. You must bring the actual book(s) to get credit. On workshop days, you must bring a hard copy (typed/printed) to class. I will also give pop quizzes over the reading material, if needed.

### **Policies**

#### **Attendance**

Attendance is mandatory. Given the collaborative nature of this class, your presence is important to the success of the class as a whole. Attending class will only help you sharpen your critical reading, writing, and thinking skills. This will, therefore, help you become a better writer. You may miss **three (3)** class periods without penalty. After each additional missed class, I will deduct 3% (30 points) from your final grade. Please be in class on time, ready to begin the day's activities. If you are more than ten (10) minutes late for class you will be counted absent. **Note: I do not differentiate between excused and unexcused absences. It is your choice to miss class for no reason or for a good reason. Choose carefully.**

It is your responsibility to check the course calendar for information about missed work and upcoming homework assignments. Regardless of absence, I expect you to check Blackboard and email daily for any updates or announcements.

#### **Late and Missed Work**

I do not allow "make-ups" for missed in-class work. Assignments are due on or before the due date and must be submitted via the SafeAssign uplink on Blackboard. To avoid conflicts with scheduled Blackboard outages, assignments must be submitted by noon on the due date. **I will not accept any work through email, nor will I accept late work.** Please see calendar for due dates.

#### **Rewrites**

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—after they have been graded. If you intend to rewrite either of these papers, you must contact me immediately upon receiving a grade to let me know. Rewrites will be due no later than one week after they were originally returned to you with a grade. The original grade and revision grade will be averaged to arrive at a final grade for the essay. A rewrite does *not* guarantee a better grade. Revision is not just fixing surface errors or deleting a few sentences. To justify changing the grade, it must be evident to me that the paper has been thoroughly reworked. **Students who have simply failed to follow the instructions or otherwise not met the basic assignment requirements will receive a grade of F and will not be permitted to rewrite the paper for a better grade.**

## Drop Policy

Students may drop or swap classes through MyMav during registration and late registration only. After late registration, students must see their academic advisor for schedule changes. Undeclared students should see an advisor in the University Advising Center. The final date to drop a class with a W is **March 29, 2013**. It is the student's responsibility to drop a class (or withdraw from the university) if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Please note that dropping classes might affect your financial aid eligibility.

## Academic Integrity

Plagiarism and other forms of cheating will not be tolerated. Plagiarism includes: submitting work written by another person as if it were your own; using the exact words of a source without quotation marks and/or documentation; paraphrasing ideas or passages from a text or other source without documentation; including information that is not known to the general public without documenting the source; and following the structure or style of a source without documentation.

Whether intentional or not, all cases of plagiarism will be reported to the Dean of Student and will result in a failing grade on the assignment, even if only a single phrase or sentence is plagiarized. Plagiarism could also result in a failing grade in the course, or even suspension from the university.

I have found that most people cheat or plagiarize out of desperation—they don't understand the material and/or the assignment, they don't have time to complete the assignment, etc. If that's the case, *come talk to me* in advance, rather than risking your academic record.

## Disabilities

Students who require accommodations for disability must present the instructor with the appropriate documentation from the Office of Students with Disabilities (UH 102).

## Technology Requirement

This class requires consistent access to the Internet and MS Word. It is essential that you have consistent access to your **UTA email account** and **Blackboard**; it is your responsibility to make sure your NetID and MavMail are working properly. Contact OIT immediately if you have any problems gaining access to these systems. UTA has adopted MavMail as the sole means of communication between faculty, administrators, and students. **Students are responsible for checking their MavMail regularly.**

Be sure to frequently back up all of your work on an external hard drive, removable disk, or online file management system in case your computer is compromised. **Computer problems, including lack of access to a working computer or printer, are not acceptable excuses for missing or late work.** The university provides computer facilities for student use. Papers must be turned in electronically on Blackboard (SafeAssign), and papers submitted in a format other than Word or PDF will not be accepted. If you don't have MS Office on your computer, please plan to use the campus computer labs. **I WILL NOT ACCEPT EMAILED WORK.** In the unlikely event of an unscheduled Blackboard outage on the day an assignment is due, please email me ASAP for further instructions.

## Email Etiquette

While your instructors are here to help you, please respect the fact that we are very busy people. It's poor etiquette to email us with questions when the answers are readily available elsewhere. Check the syllabus, announcements, assignment sheets, etc. for answers to your questions before emailing your instructor. This advice applies to all of your classes; it's just good manners.

When emailing an instructor, include the appropriate form of address. Your instructor's name is not "hey," "professor," or "teacher." Address him or her by title and last name, unless the instructor

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has explicitly said you can address him/her by first name. (Note: You should address me as Ms. Wilson.)

I do not need an email telling me why you were absent, since I don't distinguish between excused/unexcused absences. There is also no need to email me to ask what you missed; it's on the calendar. Any deviations from the calendar are posted on Blackboard announcements.

### Writing Center

The Writing Center (Central Library, Room 411) offers guidance to UTA students on writing assignments for any of their classes. Writing Center hours 9-7 Mon-Thur, 9-2 Fri, and 2-6 Sun. Appointments last 45 minutes. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer review comments, and their draft to the appointment. To register and schedule appointments, visit: <http://www.uta.edu/owl>.

Writing Center consultants assist students with writing development, from understanding an assignment to revising an early draft, to polishing a final document. However, the Writing Center is not an editing service. Consultants will not correct or identify every grammar and spelling error, nor will they rewrite student assignments.

In addition to one-on-one consultations, the Writing Center offers writing workshops. For more information, visit the website above.

### Additional Assistance

Paper's Due Drop Inn: Mon-Thurs, 4-6 (Central Library, 2<sup>nd</sup> floor). 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 writing or organizing 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.

## Tentative Calendar

Please check the calendar and Announcements in Blackboard regularly for updates.

Topic		What's Due
<b>WEEK 1</b>		
M 1/14	Syllabus & Intro	n/a
W 1/16	Topic selection activities	Purchase all of the required textbooks
F 1/18	Topic selection activities	Read <i>FYW</i> , pp. P48-50 (FYE Policies) and <i>TSIS</i> , Preface and Introduction <b>BOOK CHECK—bring all books</b>
<b>WEEK 2</b>		
M 1/21	<b>MLK HOLIDAY—NO CLASSES</b>	
W 1/23	Topic selection activities	Read <i>SFW</i> , pp. 18-20 Read <i>TSIS</i> , Ch. 1 <b>Process Paper #1 due</b>
F 1/25	Issue Proposal	Read <i>FYW</i> , pp. P51-P56 Read sample IP's on Blackboard Do preliminary research on your topic
<b>WEEK 3</b>		
M 1/28	Stakes & Purpose Invention: Prior Knowledge	Read <i>TSIS</i> , Ch. 7 Read <i>FYW</i> , pp. 18-19 & 22-28
W 1/30	Workshop: Intro to IP Invention: Generating Questions	Bring typed hard copy of IP intro Read <i>SFW</i> , pp. 20-21
F 2/1	Rhetorical Situation Audience & Stakeholders	Read <i>FYW</i> , pp. 48-54 <b>Process Paper #2 due</b>
<b>WEEK 4</b>		
M 2/4	Types of argument	Read <i>FYW</i> , pp. 413-414 Bring audience/approach paragraph
W 2/6	Titles & MLA Format workshop	Skim the MLA section in <i>SFW</i> Read <i>SFW</i> , pp. 302-305; note the formatting of the sample paper (see also <i>FYW</i> , pp. 386-395) Bring a hard copy of your paper to class
F 2/8	Annotated Bibliography Research methods & evaluating sources	Read <i>FYW</i> , pp. P57-58 Read sample AB's on Blackboard Read <i>SFW</i> , pp. 149-152 Complete checklist worksheet & bring to class <b>IP Due</b>
<b>WEEK 5</b>		
M 2/11	<b>LIBRARY RESEARCH DAY</b>	
W 2/13	Workshop 1: MLA formatting your bibliography Summarizing	Bring hard copy of biblio with 10 sources formatted in MLA style (citation only) Read <i>TSIS</i> , Ch. 2
F 2/15	Workshop 2: Writing annotations Evaluating Sources	Add the first part of the annotation (the summary) to each the citations on your biblio Read <i>SFW</i> , pp. 227-239

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<b>WEEK 6</b>		
M 2/18	Workshop 3: Evaluating Sources	Add the second part of the annotation (the evaluation) to each the entries on your biblio
W 2/20	Mapping the Issues	Read the sample MI's (textbook & Blackboard) <b>AB Due</b>
F 2/22	Argument analysis	Print/bring one of your sources that makes an argument (i.e., not one that just reports information) Read <i>FYW</i> , pp. 72-76
<b>WEEK 7</b>		
M 2/25	Synthesizing sources	Bring a hard copy of your AB
W 2/27	Invention: finding 3 positions	Try to determine three different positions on your issue using your AB. Write them down and bring your notes & AB to class.
F 3/1	Workshop: Outline	Make an outline for your MI paper & bring a typed hard copy to class <b>Process Paper #3 due</b>
<b>WEEK 8</b>		
M 3/4	Workshop: MI Intro Quoting Sources	Using the samples as models, write an introduction paragraph for the MI & bring a typed hard copy of it to class Read <i>TSIS</i> , Ch. 3
W 3/6	Workshop: Position 1 Reasons & Warrants	Write the first body paragraph (summarizing one position) Read <i>SFW</i> , pp. 243-248 Read <i>FYW</i> , pp. 214-220 & 228-229
F 3/8	Workshop: Position 2 Common Ground	Write the second body paragraph (summarizing another position) Read <i>FYW</i> , pp. 12-13
<b>WEEK 9</b>		
<b>SPRING BREAK—NO CLASSES</b>		
<b>WEEK 10</b>		
M 3/18	Workshop: Position 3 & Conclusion	Write the third body paragraph (summarizing another position) & conclusion (synthesizing the three positions) Read <i>TSIS</i> , Ch. 8
W 3/20	Revision & editing Workshop: MLA & Title	Read <i>SFW</i> , pp. 36-43 <b>MI Draft Due in class</b>
F 3/22	TBD	Work on revisions & editing
<b>WEEK 11</b>		
M 3/25	TBD	Work on revisions & editing
W 3/27	MI Roundtable Discussion	Bring current draft (typed) to class <b>MI Final Draft Due</b>
F 3/29	Researched Position Paper	Read assignment guidelines Read sample RPP's (textbook & Blackboard)

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WEEK 12		
M 4/1	Thesis & Structure	Read <i>SFW</i> , pp. 157-170 Read <i>FYW</i> , pp. 106-115
W 4/3	Workshop: Outline & Thesis	Bring typed hard copy of thesis and outline
F 4/5	Workshop: Introduction	Bring a typed hard copy of your introduction paragraph (ending with thesis)
WEEK 13		
M 4/8	Developing reasons & evidence	Read <i>FYW</i> , pp. 142-153 Read <i>SFW</i> , pp. 171-179
W 4/10	Points to Make activity	Review structure worksheet Read <i>SFW</i> , pp. 29-32 Bring revised outline (with Topic Sentences)
F 4/12	Working with Sources	Read <i>TSIS</i> , Ch. 4
WEEK 14		
M 4/15	Concessions & Counterargument	Read <i>TSIS</i> , Ch. 6 Read <i>FYW</i> , pp. 198-205
W 4/17	Workshop: Counterargument	Bring your “naysayer” paragraph (typed hard copy)
F 4/19	Integrating sources	Read <i>TSIS</i> , Ch. 5 Read <i>FYW</i> , pp. 157-160 <b>Process Paper #5 due</b>
WEEK 15		
M 4/22	Workshop: Integrating sources	Bring a hard copy of your working draft (should include quoted sources)
W 4/24	Workshop: Clarifying sentences and meaning	Read <i>TSIS</i> , Ch. 10 Bring typed/printed working draft to class <b>RPP Draft Due (noon)</b>
F 4/26	Individual Conferences (by appointment)	
WEEK 16		
M 4/29	Individual Conferences (by appointment)	
W 5/1	Individual Conferences (by appointment)	
F 5/3	Course review/wrap-up	<b>RPP Final Draft Due</b>

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