

English 1302: Reading, Writing, and Critical Thinking II

Instructor: Nathan Gale

Course Information: 1302 002 MWF 8-8.50 100 PH

1302 005 MWF 9-9.50 102 PH

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English 1302: Introduction to Critical Thinking, Reading, and Writing II is a course that builds on the skills learned in English 1301 by providing a more extensive introduction to rhetorical and argument theories. Students learn to identify a controversial issue independently, research that issue by navigating library databases, compile a bibliography of relevant sources, map the conversation surrounding the issue, and advocate their own position by developing claims supported by good reasons and evidence. Students continue to practice recursive reading and writing processes and develop a more sophisticated awareness of context and audience.

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.

Wood, *Perspectives on Argument* 6th edition

Hacker, *A Writer's Reference* 6th edition

Description of Major Assignments.

There will be four major assignments for this class:

1. *An Annotated Bibliography*. This paper is designed to help students begin their research on a topic of their choice. Students are required to find eight (8) outside journal articles, correctly cite them using MLA style formatting, and provide a brief annotation.
2. *An Exploratory Paper*: This paper will require students to find and analyze an additional two (2) outside academic sources on an issue of your choice, including but not limited to books, magazines, films, journals, and websites. Students are required to write a 5-7 double-spaced page paper that discusses at least three specific views or positions on the topic the student has chosen.
3. *A Researched Position Paper*: This paper will build upon the exploratory paper, requiring students to pick a position they addressed in their exploratory paper. Then students will write an original claim and find two (2) additional outside academic resources that help support or develop their claim. Students must then write a 7-10 double spaced page paper, using MLA style formatting, that develops and supports their claim based on their research. Along with this paper, students are required to submit a Toulmin diagram that is filled out using their own argument, and they must present a one page reflective paper in front of the class on the day that the paper is due.
4. *A Visual Argument*: After students are divided into groups, each group will have to sketch out an advertisement using Wood's eight features of visual argument. This argument will revolve around a prompt presented to you in class. After each group has turned in their visual arguments, the class will discuss and analyze them according to the aforementioned features of visual argument. Each group will submit, along with their advertisement, a 3-4 page paper describing their group's visual argument – that is, how and which features of a visual argument they used, their major claim, and any warrants, backing, and support they used, as well.

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, 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:

Annotated Bibliography	15 points
Exploratory Paper	20 pts.
Visual Argument	15 pts.
Researched Position Paper	30 pts.
Quizzes, Short Papers, and In-class assignments	10 pts.

Film Review	5 pts.
Class Participation and Attendance	5 pts.
TOTAL POINTS	100 pts.

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%-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. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and other materials for that project. **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. Summary responses **will not** be accepted late. Assignments turned in after the class has begun will receive a three-percent(3%) 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 three-percent (3%) deduction. Work is not accepted after three (3) late days. If you must be absent, your work is still due on the assigned date.

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 Annotated Bibliography and Exploratory 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 1301. 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. All other absences will be considered unexcused.

After accruing four unexcused absences in a T/Th class or six unexcused absences in an M/W/F class, students will be penalized 3 points off their final grade for each additional absence. 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. 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.

Writing Center. The Writing Center, Room 411 in the Central Library, provides tutoring for any UTA student with a writing assignment. Writing Center tutors are carefully chosen and trained, and they can help students at any stage of their writing processes, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct students' errors or rewrite the assignment for them, but tutors will help students become better editors of their own writing. Tutors are familiar with the requirements for most assignments in first-year English classes. Tutoring sessions last no longer than 30 minutes, and students are limited to one tutoring session a day and two sessions a week. Students can schedule Writing Center appointments by logging in to www.rich37.com/uta. During their first visit to the web site, students must complete a brief registration form. On subsequent visits, they can go directly to the schedule to make their appointments. Students who come to the Writing Center without an appointment are helped on a first-come, first-served basis as tutors become available. During long semesters, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. For summer hours or for additional information, students should visit the Writing Center web site, www.uta.edu/owl.

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, in room B20 (located in the basement of Central Library), librarians will be available to assist students with research and/or citation. On most days, there will also be a tutor 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.

Virtual Office Hours. Librarians who specialize in first-year students will be available online two evenings each week to assist students with research and citation. The ENGL 1301 and ENGL 1302 research guides include a chat box that makes it possible to IM a librarian without logging in to your own account. This page will also indicate the exact days/times the service is available. During Virtual Office Hours, students can IM the librarian at utavoh.

Additional Academic Resources. The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy. All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through 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.

MavSpace. Most (if not all) of the prompts for the major assignments will be posted to the instructor's MavSpace page around the same time they are assigned in class. In order to access these prompts students must go to the following URL: <https://mavspace.uta.edu/nag0955> and double-click on the 1302 folder. Please be aware that most of the assignments will be posted as Word (or .doc) files or PDFs, so students will need to have Microsoft Word or Open Office and Adobe Acrobat Reader installed in order to correctly view these files. The inability to view these files is no excuse for not turning in an assignment.

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.

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

Week 1

Aug. 27 Introductions, Syllabus, Diagnostic
 In-Class: Fill Out "Get to Know You" Sheets;
 Homework: Read Chapter 1

Week 2

Aug. 30 Bring Textbook; Chapter 1: A Perspective on Argument
 In-Class: Quiz 1; Identifying the Parts of Argument;
 Homework: Read Tannen, Chapter 1 of *The Argument Culture* Handout; Find 1 example of an argument in a magazine, online, or in print and write a one page paper describing what you see is the argument and how the argument is made.

Sept. 1 Handout - Tannen, Chapter 1 of *The Argument Culture*
 In-Class: Read one page papers aloud; Class Discussion of Argument/Rhetoric
 Homework: Read Chapter 3

Sept. 3 Chapter 3: The Rhetorical Situation: Understanding Audience, and Context.
 In-Class: Quiz 2; T.R.A.C.E. exercise
 Homework: Find an example of an argument and bring it to next class.

Week 3

Sept. 6 Labor Day Holiday
 No Class

Sept. 8 Chapter 3: The Rhetorical Situation: Understanding Audience and Context
 In-Class: Practical Applications: Using Trace
 Homework: Read Chapter 11; Write a typed paragraph with an issue proposal to turn in to me on Monday

Sept. 10 Chapter 11: The Research Paper
 In-Class: Issue Proposals due; MLA Workshop
 Homework: Begin researching proposed issue;

Week 4

Sept. 13 Chapter 11: The Research Paper
 In-Class: MEET IN LIBRARY
 Homework: Work on Annotated Bibliography; Read B&B's "Writing an Analysis of an Argument" Handout

Sept. 15 Research 101
 In-Class: Research 101
 Homework: Work on Annotated Bibliography; Read B&B's "Writing an Analysis of an Argument" Handout

Sept. 17 Handout B&B's "Writing an Analysis of an Argument"
 In-Class: Source Evaluations Exercise (B&B p 102)
 Homework: Finish Annotated Bibliography; Read Chapter 4

Week 5

Sept. 20 Chapter 4: Reading, Thinking and Writing About Issues

In-Class: Quiz 3; Mapping, Freewriting, and Other Invention Exercises
 Homework: Read Slattery's "The Argumentative, Multiple-Source Paper: College Students Reading, Thinking, and Writing about Divergent Points of View" Handout

Sept. 22
 In-Class: **Annotated Bibliography Due**; Turning Research into Proof
 Homework: Read Slattery's "The Argumentative, Multiple-Source Paper: College Students, Reading, Thinking and Writing about Divergent Points of View" (Mavspace)

Sept. 24
 Slattery's "The Argumentative, Multiple-Source Paper: College Students Reading, Thinking, and Writing about Divergent Points of View" Handout
 In-Class: Brainstorming Exercise; Mapping Out the Points of View on My Topic
 Homework: Work on Rough Draft of Exploratory Paper; Read They Say, I Say Chapter 2 Handout

Week 6

Sept. 27
 In-Class: They Say, I Say Chapter 2 Handout
 Whose Source is it Anyway?
 Homework: Finish Rough Draft of Exploratory Paper

Sept. 29
 In-Class: Peer Review
 Exploratory Paper Peer Review
 Homework: Revise Exploratory Paper

Oct. 1
 In-Class: Peer Review
 Exploratory Paper Peer Review
 Homework: Finish Exploratory Paper

Week 7

Oct. 4
 In-Class: Chapter 5: The Essential Parts of An Argument: The Toulmin Model
 Quiz 4; Working with the Toulmin Model
 Homework: Bring an example of argument to class with you on Friday

Oct. 6
 In-Class: Toulmin Continued
 Still Working with Toulmin
 Homework: Finish Exploratory Paper; Read Jacoby's "A First Amendment Junkie" (B&B)

Oct. 8
 In-Class: Jacoby's "A First Amendment Junkie" (B&B)
Exploratory Paper Due; Toulmin in Action
 Homework: Read Chapter 6

Week 8

Oct. 11
 In-Class: Chapter 6: The Types of Claims
 Quiz 5; Claims Exercise
 Homework: Read Chapter 6

Oct. 13
 In-Class: Chapter 6: The Types of Claims
 "Claim This!" Exercise
 Homework: Read Chapter 7

Oct. 15
 Chapter 7: Types of Proof

In-Class: Quiz 6; Identifying the Different Proofs Exercise
 Homework: Read Chapter 7

Week 9

Oct. 18 Chapter 7: Types of Proof
 In-Class: Working With/Through Proof
 Homework: Read Chapter 8

Oct. 20 Chapter 8: The Fallacies and Ethical Argument
 In-Class: Quiz 7; Fallacies Exercise
 Homework: Read Chapter 11

Oct. 22 Chapters 11: The Research Paper: Clarifying Purpose and Understanding the Audience
 In-Class: Invention Worksheet; Claim development
 Homework: Read Chapter 12

Week 10

Oct. 25 Chapter 12: The Research Paper: Research and Invention
 In-Class: MEET IN LIBRARY
 Homework: Work on Researched Position Paper; Read Chapter 13

Oct. 27 Chapter 13: The Research Paper: Organizing, Writing, and Revising
 In-Class: Rewriting/Revision Strategies
 Homework: Work on your Researched Position Paper; Review Chapter 13

Oct. 29 Chapter 13: The Research Paper: Organizing, Writing, and Revising
 In-Class: Revision Strategies
 Homework: Revise RPP; Review Chapters 11-13

Week 11

Nov. 1 Chapter 11-13: The Research Paper: Organizing, Writing, and Revising
 In-Class: Peer Review
 Homework: In-class assignment: Review Chapters 11-13

Nov. 3 Chapter 11-13: The Research Paper: Organizing, Writing, and Revising
 In-Class: Peer Review
 Homework: In-class assignment: Review Chapters 11-11

Nov. 5 Chapter 11-13
 In-Class: Reflections read aloud
 Homework: **Final Researched Position Paper DUE;**

Week 12

Nov. 8 *Memento*
 In-Class: Watch *Memento*
 Homework: Read Deren's "Cinematography: The Creative Use of Reality" Handout

Nov. 10 *Memento*
 In-Class: Watch *Memento*

Homework: Short Paper #1 – Write a one-page (1 pg) paper that summarizes and analyzes Deren’s article

Nov. 12 **Short Paper #1 Due**; Handout – Deren's Cinematography: The Creative Use of Reality”
 In-Class: Watch *Memento*
 Homework: Read Sternberg's “Piecing Together a Puzzling World” – MavSpace Handout

Week 13

Nov. 15 Handout – Sternberg's “Piecing Together a Puzzling World”
 In-Class: Finish *Memento* (if needed); Thesis and Sources Review; Film Discussion
 Homework: Short Paper #2 – Write a one-page (1 pg) paper that summarizes and analyzes Sternberg’s review

Nov. 17 **Short Paper # 2 Due**
 In-Class: Practice Film Review Worksheet
 Homework: Write your own film review

Nov. 19
 In-Class: **Film Review Due**; Read Film Reviews aloud
 Homework: Read Chapter 9

Week 14

Nov. 22 Chapter 9: Visual Argument
 In-Class: Quiz 8; Lecture and Discussion
 Homework: Ad Review assignment/handout

Nov. 24 Chapter 9: Visual Argument
 In-Class: Discuss Ad Review assignments; Assign Visual/Oral Assignment
 Homework: Brainstorm Ideas with Group via E-mail

Nov. 26 Thanksgiving Holiday
 No Class

Week 15

Nov. 29 Chapter 9: Visual Argument
 In-Class: Group Work: Drawing a Persuasive Advertisement
 Homework: Work on Group Projects

Dec. 1 Chapter 9: Visual Argument
 In-Class: Group Work: Drawing a Persuasive Advertisement
 Homework: Work on Group Projects

Dec. 3 Chapter 9: Visual Argument
 In-Class: Group Work: Drawing a Persuasive Advertisement
 Homework: Work on Group Projects

Week 16

Dec. 6 Presentations and Peer Reviews
 In-Class: Presentations and Peer Reviews
 Homework: In-class assignment: Persuasive Advertisement Presentations and Reviews

Dec. 8 Presentations and Peer Reviews
In-Class: Presentations and Peer Reviews
Homework: In-class assignment: Persuasive Advertisement Presentations and Reviews

Dec. 10 Presentations and Peer Reviews
In-Class: Presentations, Peer Reviews, and Evaluations
Homework: In-class assignment: Persuasive Advertisement Presentations and Reviews; End Discussion

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