

English 1302: Rhetoric and Composition II

Instructor: Dr. Justin Lerberg

Course Information: 1302-006; MWF 9-9:50; Social Work Complex – A 316

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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 third edition)

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

Description of Major Assignments.

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

Issue Proposal (due: 2/10): 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. Students will submit an electronic copy through Blackboard. Save the File as LastnameFirstinitial_IP (LerbergJ_IP).

Annotated Bibliography (due: 2/28): 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. Students will submit an electronic copy through Blackboard. Save the File as LastnameFirstinitial_AB (LerbergJ_AB).

Mapping the Issue (due: 3/28): 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. Students will submit an electronic copy through Blackboard. Save the File as LastnameFirstinitial_MI (LerbergJ_MI).

Researched Position Paper (due: 4/18): For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select. You will also give a presentation on your topic. Failure to present results in a 10 point deduction to your final essay grade. Failure to attend presentations results in a 10 point deduction to the final essay grade. Students will submit an electronic copy through Blackboard. Save the File as LastnameFirstinitial_RPP (LerbergJ_RPP).

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. Class participation grades will be weighed 60% on turning in daily assignments (which includes all the items listed as **Due** on the Syllabus except Major Assignments) and 40% on class participation (which includes asking and answering questions, working with peers in group activities, and participating in other class activities).

Revisions. Revision is a part of the initial writing process and that it is more beneficial to comment on drafts in order to facilitate the student's progress. Using workshops and guided writing are considered Best Practices in our program.

Drafts. Each essay will require a mandatory draft to be submitted through Blackboard to the instructor. Failure to submit a draft results in a 10-point deduction of the final grade of the essay. It is very important to submit a draft in order to improve writing skills. **You will not be able to make up a draft.**

Peer Reviews. Each essay will include mandatory peer review workshops. Failure to attend a peer review results in a 10-point deduction of the final grade of the essay. It is **very important that you attend class on peer review days, as you will not be able to make up a peer review.**

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. 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.

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

Issue Proposal	15%
Annotated Bibliography	10%
Mapping the Issue	25%

Researched Position Paper	40%
Class Participation/Quizzes	10%

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. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

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-point 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-point deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

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 two unexcused absences in a T/Th class or three unexcused absences in an M/W/F class, students will be penalized ½ point off their participation 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.

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 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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.

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>.

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)

Your work is to be your own, and it is to be prepared originally for this course and section. It is considered Academic Dishonesty to present any portion of work prepared by someone else and to claim it as your own. It is also unacceptable to submit work or portions of work you have written for another class or section. This includes work prepared for high school and college courses you have taken or in which you are currently enrolled and any previous sections of this course.

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.

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 www.uta.edu/resources.

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.

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, which is located immediately left when exiting the classroom. 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 handicapped individuals.

The English Writing Center: The English Writing Center, Room 411 Central Library, Spring 2014 hours are M-Th 9 a.m. to 7:30 p.m., F 9 a.m. to 3 p.m. and S-S from Noon to 4:30 p.m. Students can 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 are for 45 minutes as are online appointments, when available. Writing Center consultants assist with most aspects of writing, from assignment comprehension, brainstorming, topic development, early revisions, to polishing a final draft. However, the Writing Center is not an editing service and consultants will not correct grammar or rewrite assignments for students.

In addition, the Writing Center offers **Quick Hits**, which gives students the opportunity to ask a brief question over citations, spelling, word choice, punctuation, or other grammar or style concern. Quick Hits hours are 9-Noon M/W/F and 4:30-7:30 p.m. T/Th. Students may also submit questions to www.facebook.com/WritingCenteratUTARlington during these hours.

The Writing Center also offers a range of seminars and workshops. Please see The Writing Center website at www.uta.edu/owl for a complete list of dates and times under the Graduate Workshops and Undergraduate Workshops tabs.

Library Research Help for Students in the First-Year English Program.

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.

Library Home Page	http://www.uta.edu/library
Subject Guides.....	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://discover.uta.edu/
E-Journals.....	http://liblink.uta.edu/UTAlink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus.....	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

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.

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.

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.

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	1/13	Course introduction. Policies and procedures.
1	1/15	Course information/MLA Read: <i>FYW</i> p. P11-22 (FYE policies) and “The Rhetorical Situation” and p. P47-73 (course/assignment information) and p. 386-395.
1	1/17	Introduction to argument/MLA Read: <i>TSIS</i> Chapters 1 and 7 and <i>SFW</i> 305-316. Diagnostic Essay
2	1/20	MLK day: No Class
2	1/22	Introduction to argument Read: <i>FYW</i> Chapters 1 and 2. Due: Discuss example of a current argument in class.
2	1/24	In-class work: Academic Integrity. Meet B20 Central Library
3	1/27	Entering academic conversations and assignment sequence Read: <i>TSIS</i> Preface, Introduction, Ch. 9, AND ENGL 1302 assignments in <i>FYW</i> p. P47-73. Pay careful attention to the Issue Proposal (IP). Due: Bring two potential topics for the semester. Due: Bring short answers to letter “C” from page 30 of <i>FYW</i>
3	1/29	Review and discuss sample IP. Discuss peer review

		<p>Read: Sample IP in <i>FYW</i> p. P55-56 and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in <i>SFW</i> pp. xxiii-xxix.</p> <p>Due: Bring an outline of your topic.</p> <p>Census Date: Last day to withdraw without a W</p>
3	1/31	In-class work: Writing Day Meet University Hall 4.
4	2/3	Finding and Stating Claims. Read: <i>FYW</i> Chapter 4 and <i>TSIS</i> Chapter 7. Due: First draft of IP.
4	2/5	Reasons and evidence Read: <i>TSIS</i> Chapters 2, 3, 5, and <i>SFW</i> pp. 233-248. In-class work on IP. Due: Peer review feedback of IP.
4	2/7	In-class work: MLA Citations Meet B20 Central Library.
5	2/10	Visual argument Read: <i>FYW</i> chapter 10. Due: Bring a visual example of your argument. Due: Issue Proposal
5	2/12	Discuss strengths and weaknesses of IP and trajectory of research project Assign annotated bibliography (AB). Read: AB assignment in <i>FYW</i> p. P57-58 and <i>SFW</i> pp. 205-232. Due: Bring possible search terms and key words for your topic. Due: Bring short answers to <i>FYW</i> pp. 171-172 Tasks 1 and 2.
5	2/14	In-class work on AB: Finding Sources Meet in B20 Central Library.
6	2/17	In-class work: Writing Day Meet in University Hall 4.
6	2/19	Warranting claims and reasons. Assign peer review groups. Read: <i>FYW</i> Chapter 9 Due: 2 complete entries for AB.
6	2/21	Warrants continue Read: Review <i>FYW</i> Chapter 9 Due: Bring two possible warrants for your topic.
7	2/24	In-class work: Writing Day Meet in University Hall 4.
7	2/26	Ethos, pathos, and logos Read: <i>FYW</i> Chapter 5 and “Evaluating Proofs” handout. Due: Select two articles from your AB and analyze their claims and support (see Invention #3 in assignment p. P59 in <i>FYW</i>).
7	2/28	Strengths and weaknesses of AB and Mapping the Issue (MI) Read: MI assignment in <i>FYW</i> p. P59-62 and sample MI P63-65. Due: Annotated Bibliography and Questions about MI assignment.
8	3/3	Reporting evidence Read: <i>FYW</i> Chapter 7. Due: Write a draft outline of your MI. Include the evidence from two articles you will use to support your discussion of the conversations you’re mapping. THEN analyze the types of evidences found in the articles.
8	3/5	In-class work: Writing Day Meet in University Hall 4.
8	3/7	No Class
9	3/10	No Class: Spring Break
9	3/12	No Class: Spring Break
9	3/14	No Class: Spring Break
10	3/17	Conferences

		Meet in Preston 201 at selected time.
10	3/19	Conferences Meet in Preston 201 at selected time.
10	3/21	In-class work on RPP: Using tables and figures Meet in B20 Central Library. Due: Draft of MI
11	3/24	In-class work on MI Due: Peer Review MI.
11	3/26	Rogierian Argument Read: <i>FYW</i> Chapter 11 and <i>TSIS</i> Chapters 4 and 6. Due: Rogierian evaluation pages 293-301.
11	3/28	Discuss strengths and weaknesses of MI Assign Researched Position Paper Read: RPP assignment in <i>FYW</i> p. P70-73 and Chapters 13 & 14. Due: MI. Census Date: Last day to drop classes
12	3/31	Outlining your argument and your reader's role in your argument Read: <i>FYW</i> Chapter 8 <i>TSIS</i> Chapter 6. Due: Outline of your RPP, including main claim, "so what," reasons, and support and 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 <i>FYW</i> p. 200-201 for invention questions). Also complete Worksheet #4 in <i>FYW</i> on p. 348-349.
12	4/2	Making your case Read: <i>TSIS</i> Chapter 10. Due: Draft a paragraph of your RPP in which you include a reason, support your reason with evidence, and include "metacommentary" to clarify or elaborate. THEN draft a paragraph of your RPP in which you highlight your common ground.
12	4/4	Reviewing argument Read: <i>FYW</i> Chapters 12. Due: Bring short answers to exercise B page 325.
13	4/7	In-class work on RPP Meet in University Hall 4. Read: Sample RPP pp. P70-73 in <i>FYW</i> .
13	4/9	In-class work on RPP Meet in University Hall 4.
13	4/11	Discuss strengths and weaknesses of RPP Discuss RPP presentations. Due: Draft of RPP.
14	4/14	In-class work on RPP Due: Peer Review of RPP.
14	4/16	Work on RPP
14	4/18	RPP presentations. Due: RPP.
15	4/21	RPP presentations.
15	4/23	RPP presentations.
15	4/25	RPP presentations.
16	4/28	RPP presentations.
16	4/30	RPP presentations.
16	5/2	No class: I will hold office hours to answer questions and return essays.