

## English 1302: Reading, Writing, and Critical Thinking II

Robert LaRue

English 1302:

Section 043: Tuesdays & Thursdays 11am-12:20pm, Room 200 Preston Hall

Section 048: Tuesdays & Thursdays 12:30pm-1:50pm, Room 200 Preston Hall

Office Hours: Tuesdays & Thursdays 2:30-3:45pm, Room 412 Carlisle Hall, or by appointment

Email: [rlarue@uta.edu](mailto:rlarue@uta.edu) (preferred; email sent through blackboard will take slightly longer to answer)

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

### Core Objectives:

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

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

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

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

### ENGL 1302 Expected Learning Outcomes

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

#### *Rhetorical Knowledge*

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

#### *Critical Reading, Thinking, and Writing*

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

#### *Processes*

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

#### *Conventions*

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

**Required Texts.** (Additional texts for the class will be uploaded to BlackBoard as PDFs.)

Graff and Birkenstein, *They Say/I Say*, 3<sup>rd</sup> edition ISBN: 0393935841  
 First Year Writing: Perspectives on Argument, 3<sup>rd</sup> edition ISBN: 1256744506

**Suggested Texts.**

Ruszkiewicz, et al, *The Scott Foresman Writer*, 1<sup>st</sup> edition ISBN: 1256291935  
 Pearson Writer (APP and Computer Access) -- ValuePack Access Card, 1<sup>st</sup> edition ISBN: 032197235X

**Major Assignments.** (Whenever outside information is used, papers submitted without a citation page, will incur an automatic deduction of one [1] point; and papers not submitted according to the format stated in the prompt will receive an automatic deduction of 1 point. Deductions are made from the earned grade, not from the assignment's official value.)

**Turning in Assignments to Blackboard:** All major assignments (IP, AB, MI, and RPP) in this course will be submitted to Blackboard. **I will not accept any assignments via e-mail unless I authorize it in advance.** (This means it is in your best behavior to attempt to submit your assignments in advance of the deadline. This way, if you have any technical problems, you can get them sorted out in time to meet the deadline.) All assignments submitted to Blackboard must be saved as a .doc, or .docx, or .pdf file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a deduction on the assignment.

|   |                  |
|---|------------------|
| Issue Proposal                              | 15 pts. (points) |
| Annotated Bibliography                      | 10 pts.          |
| Mapping the Issue Paper                     | 25 pts.          |
| Researched Position Paper                   | 35 pts.          |
| Final Presentation                          | 5 pts.           |
| In-class assignments, Quizzes, and Homework | 10 pts.          |

TOTAL POINTS 100 pts. (A=90-100, B=80-89, C=70-79, F=69 and below, Z=see policy below)

Note: In order to calculate your grade, as the semester progresses, add all of your points together. Grades are accumulative, not weighed.

**Grades.** Final grades in ENGL 1302 are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students' educational experiences at UTA. **Also, all major essay projects must be completed in order to pass the course.** If you fail to complete a project, you will fail the course, regardless of your average. All essay projects must be submitted to Blackboard before the project's stated deadline. **Keep all papers** until you receive your final grade from the university (this is also how you will keep track of your grade throughout the course). You cannot challenge a grade without evidence.

The Z grade is reserved for those 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 me and is 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, and/or do not complete assigned work.

**Description of Major Assignments.** (All major assignments must be submitted in proper MLA format.)

**Issue Proposal: (Due 2/26) (<4 pages)**

The Issue Proposal will help organize and develop thoughts for the longer papers in this project. For this assignment, you will present an argument for why you should be allowed to research your given issue. While considering the potentiality of an issue, consider: (1) individual interest in the issue, (2) the currency of the issue, and (3) whether or not there are enough sources available to support sustained research on the topic. Remember, the issue you choose does not need to be “serious” (i.e. global warming, abortion, the death penalty, etc.). The more you are genuinely interested in the topic, the easier it will be for you to research it. If you focus on your interest(s) we can work to make it fit the criteria (in other words, we can make it “academic.”)

**Annotated Bibliography: (Due 3/10) (minimum of 10 different sources)**

This bibliography will be a compilation of relevant sources on your chosen topic. Each source will need to be evaluated for relevancy and importance in your overall argument, and it will include **at least 10 sources**, cited in MLA format, that represent multiple perspectives on the issue. Along with the basic MLA citation, for each source you will include a summary of the source and a discussion of how you might use the source in your next essays.

Note: Keep in mind, this bibliography is not your works cited page! Some of the sources may not be used, and you may find that you need to look up more sources. This is to give you a decent foundation on which you can begin building your argument.

**Mapping the Issue Essay: (Due 3/31) (<5 pages)**

This essay will be an exercise in understanding various sides of an issue without taking an obvious position. It is an attempt at neutrally collecting, and explaining, several arguments from various perspectives on a single issue. You will map the controversy surrounding your issue by describing its history and summarizing at least three (3) different positions on the issue—all from a completely neutral point of view.

**Researched Position Paper: (4/30) (<10 pages)**

This paper will be a practice in joining—and advancing—a preexisting conversation. It will require the construction and advancement of position, using ethos, pathos, and logos. It will require the synthesizing of individual thoughts and academic (re)sources in order to build a unique argument on a chosen issue.

**Final Presentation (Due: variable):** Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper.

**In-Class Assignments, Quizzes, and Homework**

In-class assignments, quizzes and homework may be assigned impromptu. Grades will accumulate to no more than the total grade points (15 pts.) allotted for this unit. In other words, each assignment will comprise a portion of this grade. Missed in-class assignments, quizzes, or homework cannot be made-up and are not accepted late.

**Peer Reviews.** Each essay project will include peer review workshops. It is **very important that you attend class on peer review days—with your work ready to be reviewed.** Come to the peer review session with any questions, or directions for your peer reviewer. If you feel that your partner is not giving you the help you would like, use the questions to guide their comments to where you feel you most need help.

Note on my comments: At no point will I comment on every possible issue that your paper has. Therefore, you should not assume that fixing only the areas I point out will automatically result in an “A” on your essay. It will not. (Along with fulfilling the stated requirements, and among other things, your grade depends on how well you are able to take the lessons from the class and manipulate them in your writing. In other words, your grade depends on your capabilities to apply effectively what has been taught.) Typically, I will focus on the largest problem(s) preventing you from moving forward. Though not all-inclusive, all of my comments are aimed at helping you improve your writing. With all of this being said, you will not receive consequential comments if you do not submit well-developed work. To put this in other terms, the more effort you put into your work, the better chances you have of reaching your desired grade, since all of my comments are aimed at moving the draft to the next grade bracket (which may not always translate into getting you an “A”).

**Revision policy.** Because drafts of your papers will be submitted, revisions are not optional. Make sure your submissions are of the quality you want when you submit them to Blackboard.

**Late Assignments.** NO LATE HOMEWORK, IN-CLASS ASSIGNMENTS, AND/OR QUIZZES WILL BE ACCEPTED WITHOUT PRIOR APPROVAL. (Absences—either excused or unexcused—do not excuse you from work.) If, for some reason, you happen miss the deadline, you will not receive credit for the assignment. If you’d like, though, I will still look over any work that you may have done so that you receive feedback. If you miss a deadline but would still like feedback, feel free to come see me during my office hours.

While there are no chances to turn in late homework, single-page drafts (SPVs), in-class assignments, and/or quizzes, I will accept late final papers up to one day (24 hours) after their scheduled deadline. After this period, no papers will be accepted. Unauthorized papers submitted after the deadline will receive an automatic two and a half (2.5) point deduction from their final grade for the first 10 minutes-4 hours it is late. An additional 0.5 point deduction will be made every four (4) hours thereafter. In other words, the deduction from your final grade will be calculated as follows:

6:10pm – 10pm = -2.5 points  
 10:01pm – 2am = -3 points  
 2:01am – 6am = -3.5 points  
 6:01am – 10am = -4 points  
 10:01am – 2pm = -4.5 points  
 2:01pm – 6pm = -5 points

To reiterate, these points will be deducted from the grade the paper earns (the paper’s final grade), not from the total points that the paper is worth. In order to avoid deductions, make sure your papers are turned into Blackboard on the specified due date and by the specified time. If special arrangements are needed, please discuss this with me before the due date—and an email four hours before the deadline does not count.

**Attendance Policy** Absences for official university activities, military service, and/or religious holidays are considered excused. However, you must inform me, in writing, at least one week in advance of the excused absence. Just remember, not even excused absences exempt you from work, deadlines, or any other information conveyed to the class. It becomes your responsibility to seek information—by contacting fellow students, and then by contacting me for clarification if needed. (I will not attempt to cover an entire class’ worth of material with you, but I will help you clarify information you’ve received from others.)

Nonetheless, for this class, I have elected a policy based on rewards, and not punishment. Those students who have three (3) or fewer absences, come to class on time (arriving no more than 5 minutes after the start of class), and actively and constructively contribute to class discussions will be rewarded with half (0.5) a point for every absence below the limit (a total of 1.5 points possible). In other words, students who are consistently present for, and engaged in the class’s activities have the potential to be rewarded for their efforts. (But be warned: simply coming to class everyday does not guarantee any points. Coming to class without actively contributing to the furthering—not derailing—of class discussions and activities will not earn you any points.)

But no matter the cause, in the event of an absence, it becomes your responsibility to obtain any missed information, handouts, and, or, assignments. (You are always welcome to use Blackboard to email your fellow classmates, requesting notes or any other information. However, you will still be held responsible if not all information is correctly—or completely—relayed to you. Therefore, it may be in your best interest to get multiple responses.)

**Classroom Visitors:** Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

**Classroom behavior.** Class sessions are short and require your full attention. The use of laptops or other technical devices will be requested at certain times. However, unless otherwise requested by me, 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. You 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. But *if* you happen to arrive late, be respectful and enter quietly.

And keep in mind that your behavior in class has an impact on how willing I am to consider special requests (such as extensions on assignments—under certain circumstances). If you are constantly absent from, disruptive, or “distracted” (meaning doing activities other than what we are doing in class), I am less likely to consider your requests. Being an active and engaged participant in the class and its discussions, and being present for class lessons and activities helps build your ethos as a student, thus lending weight to your requests and/or concerns.

Finally, 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.** 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.

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or

expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. 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.

**Paper Reuse Policy** – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

**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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX)

**Drop Policy.** You 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.

Important drop dates:

Census Date: February 4, 2015

Last Day to Drop: April 3, 2015

**Writing Center.** The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8:15 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5:15 p.m. Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students are scheduled for 40 minutes. Writing Center consultants assist with any aspect of academic 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 during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

**Quick Hits:** A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at [www.facebook.com/WritingCenteratUTArlington](http://www.facebook.com/WritingCenteratUTArlington). QH Consultants will not make corrections, but will point clients to the answers.

**Workshops:** The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at [www.uta.edu/owl](http://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: 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. Other helpful information may be found at links provided below:

Library Home Page ..... <http://www.uta.edu/library>  
Ask a Librarian ..... <http://ask.uta.edu>

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://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>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**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](http://www.uta.edu/resources) for more information.

**Electronic Communication Policy.** All students must have access to a computer with internet capabilities. You should check email daily for course information and updates. I will send group emails and make announcements through Blackboard. And while I am happy to communicate with students through email, 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 regularly scheduled office hours each week, which are reserved for you to drop by or to make an appointment to discuss course assignments, grades, or other concerns (class-related or otherwise). 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. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing, either through e-mail or through a BlackBoard announcement. (You should, therefore, check both regularly.)

**Course Schedule.** All homework is due the following class period. Also, on days designated as “In-class work” days, bring your laptops with you to class. (If you don’t want to bring your own, the library has [free] laptops that can be checked out.)

#### **Week 1**

T 1/20 Discuss syllabus; Icebreaker

TH 1/22 Discuss Course Sequence and outline course expectations  
**Homework: Review FYW Chs. 1 (Argument) and 2 (The Rhetorical Situation)**

#### **Week 2**

T 1/27 (Re)introduction to argument  
**Homework: Review FYW Ch. 6 (Reasons and Evidence)**

Th 1/29 (Re)introduction to rhetorical support (reasons and evidence)  
**Homework: Watch Hitch (2005) [Can be found on Netflix]; Read: Issue Proposal Prompt**

#### **Week 3**

T 2/03 Introduce Issue Proposal and Discuss what makes a good issue

**W 2/04 Census Date** (Last day to drop and not have the drop impact your transcript)  
**(This is just a reminder; we do not have class on Wednesdays)**

Th 2/05 Look at a sample IP  
**Homework: Create a list of five (5) topics in which you are interested; for each**

topic, in a paragraph of approximately 200 words, explain why you are interested in that topic; explain an issue within that topic; and pose at least two questions about the issue you bring up that you would like answered. *Submit* on Blackboard before class on Tuesday, and *Print this and bring it to class on Tuesday*.

**Week 4**

T 2/10

Selecting an issue

**Due (Blackboard before class; also bring a copy to class): List of five (5) topics**

Th 2/12

In-class work on IP

**Due (6pm on Blackboard): IP Single-page Version (SPV)**

**Homework: Read TSIS Ch. 9 ("Ain't So")**

**Week 5**

T 2/17

Discuss Reading and how to make your argument "academic"

**Homework: Find two sources on your issue that might help you begin to answer one of your research questions, and write up a justification for how each source might be useful to your project. Bring these two sources and their justifications to class on Thursday**

Th 2/19

Discuss paragraphing; and In-class work on IP

**Homework: Find one or two sources that might pose a problem for your research, and write up a justification for how each source might be useful to your project. Bring these sources and your justifications to class on Tuesday**

**Week 6**

T 2/24

In-class work on IP

**Homework: Read MIP Prompt (on Blackboard); and the Sample MIP (on Blackboard)**

Th 2/26

Introduce Annotated Bibliography (AB) and Mapping the Issue Paper (MIP); (Re)introduce MLA format (bibliographic citations); In-class work on IP

**Due (6pm on Blackboard): Issue Proposal, final draft**

**Homework: Read Guerrero, "Introduction" (pdf); and FYW Ch. 7 (Reporting Evidence)**

**Week 7**

T 3/03

Discuss Readings and how to frame a perspective

Th 3/05

Look at sample MIP

**Week 8**

T 3/10

In-Class work on MIP: Finding your perspectives

**Due (6pm on Blackboard): Annotated Bibliography, final draft**

**Homework: Review TSIS Chs. 2 ("Her Point Is") and 3 ("As He Himself Puts It"); and Read FYW Appendix 1 ("How to Document Sources")**

Th 3/12

Discuss summarizing, paraphrasing, and quoting; Revisit MLA format (in-text citations); In-Class Work on MIP

|                |   |
|----------------|---|
| <b>Week 9</b>  | <b>Spring Break!!!!!!!!!!!!!!!!!!!!!!</b>   |
| T 3/17         | No Class. Spring Break  |
| Th 3/19        | No Class. Spring Break  |
| <b>Week 10</b> |   |
| T 3/24         | In-class work on MIP  |
| Th 3/26        | No Class. Work on MIP at home   |
| <b>Week 11</b> |   |
| T 3/31         | In-class work on MIP<br><b>Due (6pm on Blackboard): Mapping the Issue Paper, final draft</b><br><b>Homework: Read RPP prompt; and TSIS Ch. 4 (“Yes/No/Okay, But”)</b> |
| Th 4/02        | Introduce Researched Position Paper (RPP); In-class work on RPP: Construct introduction<br><b>Homework: Read TSIS Ch. 5 (“And Yet”)</b>                               |
| F 4/03         | <b>Last day to drop classes (This is just a reminder, we do not have class on Fridays)</b>  |
| <b>Week 12</b> |   |
| T 4/07         | Sign-up for Conferences; Discuss how to separate your argument from the arguments of others; In-class work on RPP   |
| Th 4/09        | In-class work on RPP<br><b>Due (6pm on Blackboard): RPP SPV</b>   |
| <b>Week 13</b> |   |
| T 4/14         | Conference (in my office—remember, your conference counts as two class periods)   |
| Th 4/16        | Conference (in my office—remember, your conference counts as two class periods)   |
| <b>Week 14</b> |   |
| T 4/21         | In-class work on RPP  |
| TH 4/23        | Peer Review RPP   |
| <b>Week 15</b> |   |
| T 4/28         | MLA workshop; In-class work on RPP  |
| Th 4/30        | Presentations<br><b>Due (11pm on Blackboard): Researched Position Paper (RPP), final draft</b>  |
| <b>Week 16</b> |   |
| T 5/05         | Presentations   |
| Th 5/07        | Last day of Class; Presentations  |

**ENGL 1302 Syllabus Contract – Spring '15**

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 \_\_\_\_\_