# ENGL 1302.040 Spring 2016 9:30-10:50 TR Room PH 302

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## **Course Content and Policies**

**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.

## Student 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 Textbooks

1. Graff and Birkenstein, *They Say/I Say* 2nd edition

*2. First-Year Writing: Perspectives on* Argument (2013 UTA custom 3rd edition)

Other materials are available on BB

A flash drive on which to save your work.

This is a PAPERLESS class. Everything is available on Blackboard (BB). If a student is unfamiliar with Blackboard, it is that student's responsibility to learn it. All assignments will be turned in on BB and all grades will be posted on BB.

## 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 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 50105, Section 2.2).

A person commits plagiarism by failing to correctly indicate places where the writer is making use of the work of another. It is your responsibility to familiarize yourself with the conventions of MLA citation by which you indicate which ideas are not your own and how your reader can find those sources. Please see owl@purdue.edu/mla for help. 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 the 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 <http://www.uta.edu/disability> or by calling the Office for Students with Disabilities at (817) 272-3364.

## Writing Center

The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT Arlington. During Spring 2014, Writing Center hours are 9 am to 7 pm, Monday through Thursday; 9 am to 2 pm Friday; and 2 pm to 6 pm Sunday. You may register and schedule appointments online at uta.mywconline.com or by the visiting the Writing Center. If you need assistance with registration, please call 817-272-2601. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage you to use the Writing Center.

## 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 <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***](http://www.uta.edu/sfs).

## Policy on Late Work

For major assignments, students may have one “grace day,” that is, students have one class day after an assignment is due to submit work late, with no points off. For example, if an assignment is due on Monday, students have until Wednesday to submit the assignment with no penalty. **After that one grace day, assignments will not be accepted for any reason. The only Exceptions: University approved sport activities, military service, unexpected hospitalization—all of which require documentation for late work approval. Since all assignments are turned in online there are very few acceptable excuses for late work.**

This policy does **not** apply to daily work, such as in-class written work. **These will not be accepted late and cannot be made up. If you miss class, you miss the assignment. No exceptions.**

**I do not accept any assignments over email. All emails that have attachments will be deleted. Do NOT send any assignments to me in an email.** I will happily answer questions and communicate with students through emails—no problem. I will look at thesis statements and short wording or citations questions as long as they are *in the body of the email*. But I will not “proof read” your paper over email. You must come to peer review days, my office hours, or make an appointment if you want me to look at a draft. If you do not turn in your assignment to the appropriate dropbox by the time it is due, you will receive a zero for that assignment.

## Expectations for Out-of-Class Study

A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course, such as this one, has a minimum expectation of 9 hours of reading, studying, completing assignments, and preparing for exams. I expect all students to do the assigned reading **before coming to class**.

**~a note about grades**. If a student wants an A, that student must perform **above average** to achieve an A. A=above average, not "but I came every day!" Missing assignments cannot be made up, so pay attention to the syllabus and to due dates. Do not wait until the last minute to try and upload to the dropbox. **Pay attention to your points.** It is YOUR responsibility to know when things are due; I will not remind you. I do have a liberal rewrite policy. Students may rewrite any essay that earns a C or less. The highest grade a rewrite can earn is a B (80%). But there are NO MAKEUPS for missing work. **Concern for your grade begins at the *beginning* of class, not at the end.**

## Grade Grievances:

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.

## Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. In my class, attendance **is required** and is taken every class period. Students are allowed to miss 6 class days with no penalty. Every absence after 6 **will cost 10 points** **from your total class points**. Be aware of your absences. The only excused absences are for military obligations, religious holidays, or university sanctioned functions.

# Activities|Assignments

## Reading Responses/Questions:

There will be regular reading responses or reading questions over the assigned readings. These are designed to test your understanding of the readings and to encourage critical thinking and active engagement with academic argument. These assignments are worth 10 points each. These responses are **date restricted,** meaning you cannot take them after the day on which it is assigned. All CRR (reading responses) or CRQ (reading questions) are due BEFORE CLASS on the day assigned. For example, if we are scheduled to read an article on a monday, the response will be due monday before class. **If you miss a response, then you lose those points. There are no make-ups for the reading responses/reading questions.**

## Essays:

**Issue Proposal:** This semester you’ll be conducting research on a single issue that you select from the topics provided and *how that issue has been presented in the media.* For this paper, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research.

**Annotated Bibliography:** For this assignment you will create a list of 10 relevant sources that represent multiple perspectives on your chosen issue. Each annotation will contain a brief summary of the source's main claims, an evaluation of the reliability of that source, and a brief discussion about how you might use the source in your research proposal.

**Mapping the Issue (Literature Review):** For this paper, students will describe the changing scholarly approaches (i.e. discuss the relevent literature by scholars in the field) surrounding your chosen issue by describing and **connecting** the multiple positions scholars have taken on your issue (Minimum of 3 different perpsectives on the issue)—students will write in a professional, 3rd person perspective.

**Research Position Paper:** For this paper, students will advocate an arguable position on the way the media presents and/or frames your chosen issue with a well-supported argument written for an academic audience. See the link below for research help and ideas.

[http://libguides.uta.edu/english](https://owa.uta.edu/owa/dolson@exchange.uta.edu/redir.aspx?C=0bf892d2d94143e8a96a0108172eb365&URL=http%3a%2f%2flibguides.uta.edu%2fenglish" \t "_blank)

**Peer Reviews.** Each essay will include mandatory peer review workshops in class. Draft points are included in the final grade for the paper. **It is** **very important that you attend class on peer review days, as you will not be able to make up these points.**

## Course Grades

**Grades.** Grades in FYE 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 F grade, which negatively affects GPA, will be assigned to students who do not attend class regularly, do not participate actively, or do not complete assigned work satisfactorily (i.e. meets the minimum standards of the assignment).

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.

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

Issue Proposal …………………………..................….…...80

Annotated Bibliography……………….................…...100

Mapping the Issue(Lit Review)…….................….…100

Research Paper drafts (2)……………..................….…40

Research Position Paper…………...…..................…..150

Critical Reading Responses/questions (13)…….....130

Total points possible………………...............………...600 points

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F (there is no D grade for English 1302)=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.

## 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 automatically be 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.

# Course Calendar

## Week 1 Jan 19: Introduction

* **T**- First day of class…Introduction to the course.
* **R-** Rhetorical situation, **Read:** *FYW* pp. 12-16 (FYE policies), Academic argument, How to ask critical questions,

## Week 2 Jan 26:

* **T- Read:** “5 Ways The Greatest Movie Villain Ever is a Good Witch,” Entering academic conversations, Ideas vs. opinions, asking questions
* **R - Read:**Graff and Birkenstein (*They Say I Say)* Preface, Introduction, and Ch. 9Read: *FYW* Ch 3 “Reading, Thinking, Writing about issues” pp. 64

What is an academic argument? Critical thinking, ideas vs opinions, creating critical questions.

**CRR#1 in class:** Choose 3 current issues that interest you. Write a brief paragraph about **each issue**. What is it? What are its parts? What do “they” (i.e. most people) say about the issue? What do you say?

Use the templates in the TSIS introduction to help organize your ideas.

## Week 3 Feb 2:

* **T-** Read: Card “Pinocchio” and Collodi’s original “Pinocchio” (BB)

Finding issues/themes/ideas

**CRQ #2** over Card on BB due by CLASS TIME

* **R-** Visual arguments, good questions,

READ: *FYW* Chapter 10, andGraff & BirkensteinChapters 1 and 7

## Week 4 Feb 9:

* **T- Read:** ENGL 1302 assignments in *FYW* pp.47

Pay careful attention to the Issue Proposal.

**In class:** Choose ONE of the current issues from the last assignment that interests you the most. Why does it interest you? What stake do you have in the issue? How is that issue portrayed in the media? What is your position? What are opponents’ positions? Where is there common ground on the issue? Ask thoughtful and insightful questions about your issue

* **R-** READ:Benshoff and Griffith Chapter 1 (BB) READ**:** FYW Ch. 13 “The Research Paper” pp.326What is research? Primary vs. secondary sources, academic writing

Review and discuss sample Issue Proposal and the FY grading rubric

READ**:** Sample Issue Proposal and “Understanding Your Instructor’s Comments” and “FY Evaluation Rubric” in *SFW* pp. 21-22

**CRQ #3** on BB over Benshofff and Griffith due by CLASS TIME

## Week 5 Feb 16:

* **T- In class peer review of Issue Proposals (full draft).**
* **R- Issue Proposal DUE!**

Discuss strengths and weaknesses of Issue Proposal and trajectory of research project.

*Assign annotated bibliography* How to research, academic sources

READ: Sample Annotated Bibliography on BB

## Week 6 Feb 23:

* **T-** *FYW* pp. 160-162 Inquiries

READ: *FYW* Chapter 4 pp. 104, and *Graff and Birkenstein* Chapter 4

READ: Allison “WWII Video Games” Finding and Stating Claims.

**CRQ #4** over Allison due BY CLASSTIME

* **R**- Reasons and evidence, using evidence, Toulman argument system,

READ: Trites “Little Mermaid” and Hans Christian Andersons’ “Little Mermaid”

READ: *FYW* Ch. 6 pp.142 , READ: *Graff and Birkenstein* Chapters 2, 3, 5;

**CRQ#5** over Trites and Anderson due by CLASSTIME

## Week 7 March 1:

* **T-** How to do Research for Annotated Bibliography, READ: *FYW* Chapter 7

Warranting claims and reasons, READ: Medved “Television News”

**CRR#6** over Medved due by CLASSTIME

* **R -** Appeals: Ethos, pathos, and logos, READ: *FYW* Chapter 3
* READ: Anderson “Reality TV and Criminal Injustice”

**CRQ#7** over Anderson due by CLASSTIME

## Week 9 March 8:

* **T-** **In Class Peer review of** **Annotated Bibliography!**
* **R -** **Annotated Bibliography DUE!**

*Assign Mapping the Issue (Literature Review)*

READ: Mapping the Issue (Lit Review) assignment in *FYW* pp. 59

Questions about Mapping the Issue (Lit Review) assignment.

READ: Sample MI in *FYW* pp. liii-lv. View sample Lit Review

## Week 8 March 14-19 Spring Break

## Week 10 March 22:

* **T-** READ: Baile “Blood Ties: the Vampire Lover” (sample Lit Review)

Logical Fallacies

**CRQ#9** over Baile due by CLASSTIME

* **R-** READ: Gillam and Wooden “Post-Princess Models of Gender”(BB)

**CRQ #10** over Gillam and Wooden due by CLASSTIME

Organizing your sources, academic dialogue

## Week 11 March 29:

* **T-** **Peer review Mapping the Issue (Lit Review**)

In-class work on Mapping the Issue (Lit Review)

* **R-** **Due: Mapping Issue (Lit Review)**

Discuss strengths and weaknesses of Mapping the Issue (Lit Review)

*Assign Research Position Paper*

READ: Research paper assignment in *FYW* pp. 66

Questions about Research Paper assignment

## Week 12 April 5: Must have Film/Media chosen

* **T-** How to write a Thesis statement, academic audiences. framing your argument.

READ: *FYW* Chapter 8, Graff and BirkensteinChapter 6

Sample Research paper in *FYW* pp.70

READ: Bishop “Dead Man *Still* Stalking” applying concepts to visual images

**CRQ #12** **Due!** on Bishop

Questions about Research Paper project. Bring a list of questions you still need to answer/information you still need to gather for your Research paper and search terms for library work. Outlining your argument, creating effective outlines

* **R-** Draft a working outline of your Research Paper in which you include a working thesis, one or two reasons, support your reasons with evidence, and include “metacommentary” to clarify or elaborate.

Outline of your Research paper, including main claim, “so what,” reasons, and support.

## Week 13 April 12:

* **T-** Warrants, claims, evidence

READ: *FYW* Chapter 8

READ: Schulzke “Moral Decision Making in Fallout” http://gamestudies.org/0902/articles/schulzke

**CRQ #13** over Schulzke due by CLASSTIME

* **R-** Read: *FYW* Chapters 11-13.Where is the common ground in your research project between your sources? Where do they differ? Write a 1 page exploration of your argument’s 1) assumptions (warrants), 2) your evidence, 3) areas in which you seek to persuade the reader to accept your position (claim).

Questions about your research process.

READ: do Vale “Trash Mob Zombies” (BB)

Structure, argument, does do Vale convince you?

**CRQ #15** over do Vale due by CLASSTIME

## Week 14 April 19:

* **T-** paragraph style: Argument vs. showing/telling. Making your position clear. Review research paper organization and introduction
* **R-** **Due: peer review First draft of INTRODUCTION ONLY** of Research Paper

Discuss introduction drafts, review organization of body drafts, Review of thesis statements

## Week 15 April 26:

* **T-** **Peer Review Draft of BODY ONLY** of Research Paper in class
* **R-** **Due: Peer review of FULL DRAFT** of Research Paper in class.

## Week 16 May 3:

* **T**- Presentations
* **R- Final Essay due! This is the LAST DAY I will accept any work.**

Make up presentations, Last Day of Class

## Finals Week May 7-12