

English 1302: Rhetoric and Composition II

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*please never use my mavs.uta.edu address, I do not check it

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Course Information: ENGL 1302.037 9:30 - 10:50, T/TH; Trimble Hall 212

January 19 to May 6, 2015.

Office/Hours: **Wednesdays, from 11am – 1:00pm (please make an appointment or text, I am often officing by waterfalls, trees, or elsewhere).**

English Dept. Office: 2-2692 (I do not have a UTA phone but you can leave a message that will be placed in my mailbox. I am NOT on campus every day to check for messages. Therefore, use my UTA email.)

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, evaluation, and synthesizing of sources, with students' own claims, reasons, and evidence. Prerequisite: Grade of C or better in 1301.

Students should check email daily !

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 (available at Library and certain chapters will be available on BB).

First-Year Writing: Perspectives on Argument (2012 UTA custom 3rd edition) **STUDENTS MUST HAVE THIS EDITION**

THERE IS A COPY ON RESERVE IN THE LIBRARY - 1 HOUR TIME LIMIT PER VISIT - SUGGEST MAKING COPIES OF THE READINGS ASSIGNED

Suggested:

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

Description of Major Assignments.

Journal Entries/Reading Responses/Reading Quizzes: More specific reading response prompts will be provided in the course schedule.

Issue Proposal: 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.

Annotated Bibliography: 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.

Mapping the Issue: For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions, WHILE YOU take a completely neutral point of view.

Researched Position Paper: For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

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.

Peer Reviews. Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in your Research Paper's final folder in order to receive full credit. It is very important that you participate in peer review, as you will not be able to make up these points.

Attendance: 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. As the instructor of this section, I cannot make you come to class – but see above participation grade for understanding how beneficial attendance is to your writing growth and academic progress.

Grades. Final 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.

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HERE'S HOW YOUR ASSIGNMENTS BREAK DOWN INTO POINTS:

| | |
|---------------------------------|-----|
| Issue Proposal (IP) | 15 |
| Annotated Bibliography (AB) | 15 |
| Mapping the Issue (MI) | 20 |
| Researched Position Paper (RPP) | 30 |
| Journals/Participation | 20 |
| | |
| TOTAL | 100 |

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.

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. All assignments submitted to Blackboard must be saved as a **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 zero for the assignment. Remember to save your work frequently and use the following name example: Sachs_IP

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.

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.

Expectations for Out-of-Class Study: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, researching, and writing

to complete assignments. Thus, if you are enrolled fulltime at 12 hours, you have a 48 hour-a-week full-time job.

Students should check email daily !!

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**. For undergraduate courses, see http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10

Late Enrollment Policy: If you enroll in class after the start date it is your responsibility to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

Late Assignments. Papers are due at the beginning of class on the due date specified. IN-CLASS WORK **will not** be accepted late. Assignments turned in after the class has begun will receive a ten-percent 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 percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

Paper Reuse Policy – You are not allowed, under any circumstances, to reuse papers from prior classes in this course. 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.

Classroom behavior. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; **all earpieces should be removed – Like, Hello? You’re IN CLASS, not a waiting room.** 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.

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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. 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 or colluding with another to prepare assignments. 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.

****You can get into trouble by submitting work done in previous classes - DO NOT ATTEMPT THIS IN MY CLASS, no exceptions.**

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.

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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.

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 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 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. 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.

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 Writing 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, or view the information at 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, [which is the staircase located at the end of the hall](#). 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.

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 Blackboard. 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 am almost always available for genuine emergencies and can be reached nearly each week for personal conferences and meetings. *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. I typically do not discuss individual student issues in the classroom before, during or after class (unless there is a real emergency).*

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I 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 major changes in writing.

1302 Spring 2015 Course Schedule. Assignments are due on the day they are listed. Readings for each day are posted on the day that we will discuss them - so, do the reading posted in advance of the day on which they are posted. In other words, and to make this more complicated, instead of reading the reading on the day the reading of the reading will be discussed, read the readings posted well in advance of the day the reading is posted. Now, reading a read on the day the reading is read could be read as not really reading the reading to be read - you have to allow for gestation - but, henceforth, if a reader reads a reading too far in advance of the reading posted on the day the reading is to be read, this action could be read as having read a reading really early, and thus the comprehension and retention of said reading read on the read of the reading day, could be read as a read unread by the reader. **Questions?**

| 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 | 1/19 | Course introduction. Policies and procedures. Discuss ENGL 1302 assignment sequence. Discuss Journal Entries and Diagnostic Essay |
| 1 | 1/21 | Course introduction. Policies and procedures brief explanation for those who did not show on first day. Rhetorical situation; Diagnostic Essay (in-class) Read: <i>FYW</i> pp. P12-P16 and “The Rhetorical Situation” pp. P17-P20. P48-P56; Chapter 1 (pages 1-5, 11-23, 26-28, 36, 48-69) and <i>TSIS</i> Chapters 1 and 7. Pay careful attention to the Issue Proposal (IP). |
| 2 | 1/26 | Discuss current issues – Detail Issue Proposal Mystery Film! Due: Signed Syllabus Contract |
| 2 | 1/28 | Read: <i>TSIS</i> Preface, Introduction, and Ch. 1 Due: IP-Prep (2 pages or around 500-600 words): Choose two current unethical issues that you are drawn to. Write a brief (1/2 page) summary of the issue. Then put in your oar. I.O.W. Tell me what “they say” about the issue? Then, what do you say? Use the templates in <i>TSIS</i> Introduction to help organize your ideas. Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Is there common ground on the issue? |
| 3 | 2/2 | Library Research “Finding Sources” Census Date 2/3 |
| 3 | 2/4 | Review and discuss sample IP. Discuss peer review. Understanding “Unethical,” reasons, and evidence. Read: <i>FYW</i> Chapter 4 & 6; <i>TSIS</i> Chapters 2, 3, 5; <i>SFW</i> pp. 233-248 Read: Sample IP in <i>FYW</i> pp. P55-P56 and “Understanding Your Instructor’s Comments” and “FYE Evaluation Rubric” in <i>SFW</i> pp. xxiii-xxix. |
| 4 | 2/9 | In-class work on IPs. BRING WORKING IP-Rough Draft (paper or laptop). In-class PeerReview PRACTICE. |
| 4 | 2/11 | Discuss strengths and weaknesses of IP and trajectory of research |

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| | | <p>project. Assign annotated bibliography (AB).</p> <p>In-Class Writing on Issue Proposal – mini-conferences</p> <p>Due: Issue Proposal 1st Draft (2 copies printed to class)</p> |
| 5 | 2/16 | <p>SIGN-UP for Mini-Conferences for Thursday - if you do not attend, use email.</p> <p>Bring your Peer-Review AND YOUR IP, either printed or on a laptop, Ipod, or some other method of your fancy. All students will be able to participate.</p> |
| 5 | 2/18 | <p>No Class - Sign Up for Your Conference on TUESDAY!</p> <p>No late-commers, no walk-ins, no office hours. Only pre-arranged MC's.</p> |
| 6 | 2/23 | <p>IN-CLASS OR Library Research for Annotated Bibliography - if you want to stay in class all period you need some kind of electronic device to do research.</p> <p>Read: Sample AB <i>FYW</i> pp. P57-P58.</p> <p>Due: Issue Proposal (worth 15% of total grade - upload to safe assign)</p> |
| 6 | 2/25 | <p>Due: First draft of AB - bring printed/electronic copy of sources you have to workshop formatting your AB.</p> <p>Last day for mini-conferences with rod about your topic = LAST DAY TO CHANGE.</p> |
| 7 | 3/1 | <p>QUIZ: Warranting claims and reasons.</p> <p>Review and discuss sample AB.</p> <p>Read: Warren, "Taming the Warrant" (on Blackboard); <i>FYW</i> Chapter 9 (skim this chapter). Review <i>FYW</i> Chapter 9. <i>SFW</i> pp. 224-232.</p> |
| 7 | 3/3 | <p>Mapping the Issue (MI)</p> <p>Read: MI assignment in <i>FYW</i> pp. P59-P62.</p> <p>Due: Questions about MI assignment.</p> <p>Due: Annotated Bibliography (15% of grade – upload safe assign).</p> |
| 8 | 3/8 | <p>Ethos, pathos, and logos</p> <p>Read: <i>FYW</i> Chapter 5 and "Evaluating Proofs" handout</p> |
| 8 | 3/10 | <p>Reporting evidence - Assign peer review groups - Claims, Reasons, Evidence.</p> |

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| | | Read: Review <i>FYW</i> Chapter 7 - MI Requirements in <i>FYW</i> pp. P-59-P63 REVIEW SAMPLE MAPPING ESSAYS |
| 9 | 3/15 | Spring Break - Enjoy! |
| 9 | 3/17 | Spring Break – Start Feeling the Pressure Again |
| 10 | 3/22 | “Creating, Finding, and Using Data” Due: First draft of MI. |
| 10 | 3/24 | RPP Presentation Instructions and Practice Presentations Outlining your RPP argument Quoting Sources - Fixing Common Errors Read: <i>FYW</i> Chapter 3; RPP assignment in <i>FYW</i> pp. P66-P69. <i>FYW</i> Chapter 8, <i>TSIS</i> Chapter 6 Due: Peer-Review of MI Draft |
| 11 | 3/29 | Mini-Conferences for MI writers. |
| 11 | 3/31 | Making your case. Details of the RPP. Read: RPP assignment in <i>FYW</i> pp. P66-P69. Read: <i>TSIS</i> Chapter 10 Due: Mapping the Issue Paper (20% of grade – upload safe assign). Last Day to Drop: 4/1 |
| 12 | 4/5 | Due: Claim, Audience, Reasons. 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. Due: Outline of your RPP, including main claim, “so what,” reasons, and support. |
| 12 | 4/7 | NO CLASS - workshops with rod in Writing Center - 4th Floor |
| 13 | 4/12 | Outlining the RPP - Paraphrasing and Quotations/Citing! Due: Mapping the Issue Paper (20% of grade – upload safe assign). |
| 13 | 4/14 | Partial MOVIE DAY! Rogerian Argument – Arguably the best Lecture EVER QUIZ! Read: <i>FYW</i> Chapter 11 |

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| 14 | 4/19 | Incorporating Sources & MLA & MI into your RPP Read: Sample RPP pp. P70-P73 in <i>FYW</i> . Due: Map of your RPP |
| 14 | 4/21 | workshops with rod Due: First draft of RPP. |
| 15 | 4/26 | Synthesizing the Semester. How to Revise Your Term Paper. |
| 15 | 4/28 | RPP presentations. Due: 1st Final Submission of Researched Position Paper. |
| 16 | 5/3 | Class evaluations. RPP presentations. |
| 16 | 5/5 | DUE: RPP - Last day of class |
| | 5/7 | LAST DAY to submit Final RPP. Anything turned in after this date is a zero. |

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

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 _____