

English 1302

English 1302: Rhetoric and Composition II Fall 2016

Instructor: Mr. Gabriel Mamola

Course Information: Section 001; Time 8 am to 8:50 am MWF; Room PH 207

Office: Carlisle 101 **Hours:** Monday 10 am to 1 pm

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ENGL 1302 RHETORIC AND COMPOSITION 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.

Graff and Birkenstein, *They Say/I Say*, 3rd edition ISBN: 0393935841

First Year Writing: Perspectives on Argument, 3rd edition ISBN: 1256744506 (You can purchase an EText of this textbook at http://www.pearsoncustom.com/tx/uta_writing . Once you are on the site, click on "Purchase Access". If you experience technical or logon issues while purchasing your text, please visit the Pearson tech support website at http://www.pearsoncustom.com/_global/productinfo/websites/_24_7/ or call 1-800-677-6337.)

Description of Major Assignments.

Issue Proposal (Due 9/26): 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 (Due 10/10): For this assignment you will create a list of at least 10 relevant and appropriately chosen 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 (Due 10/31): 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.

Researched Position Paper (Due 12/7): For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

Final Presentation (Due 11/30): Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper.

Analytical Writings/Quizzes/Daily Work: More specific analytical writing prompts will also be provided.

Quizzes maybe assigned if students do not come to class prepared and/or to assess reading comprehension/critical thinking.

Daily work encompasses all homework, in-class writing activities, etc.

Class Participation: Students are given (100) participation points at the beginning of the semester and may lose up to (5) points daily if they fail to participate in class. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions.

Peer Reviews. Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members' participation. It is very important that you participate in peer review, as you will not be able to make up these points.

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.

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 participate actively in class, and/or do not complete assigned work.

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

Issue Proposal	15%
Annotated Bibliography	10%
Mapping the Issue	20%
Researched Position Paper	30%
Final Presentation	5%
Analytical Writing/Quizzes/Daily Work/ Participation	20%

Final grades will be calculated as follows: A=90-100%, B=80-89.99%, C=70-79.99%, F=69.99%-and below; Z=see the Z grade policy above.

All major essay projects (IP, AB, MI, and RPP) 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.

Choosing a Topic: The assignments in English 1302 are set up to build upon one another throughout the course of the semester. Because of this, you will need to pick a topic for the Issue Proposal and then you will stay with that topic for the entire semester. You may not change your topic without permission from me. If you feel at some point after choosing a topic that you want to change topics, then you will need to make an appointment to see me so that we can discuss what this will require; however, if this happens you will be required to rewrite every assignment you have submitted to reflect the new topic. The new assignments would be graded and that grade would replace the grade you made on your first assignments, regardless of whether that grade is higher or lower.

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.

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

Grade Grievances: First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10.

Late Enrollment Policy: Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order 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. All assignments are due at the beginning of class on the due date specified. The only assignments accepted late will be the final drafts of the four major assignments in this course (IP, AB, MI, and RPP). Analytical Writings/Homework **will not** be accepted late. The four major 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 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.

Participation Policy. Improvement in writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. 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. **I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.**

Students are given (100) participation points at the beginning of the semester and may lose up to (5) points daily if they fail to participate in class or turn in daily homework assignments. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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 will take attendance daily with a sign-in sheet. Failure to sign the sign-in sheet within the first 10 minutes of class will result in a loss of participation points. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Classroom Behavior. Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1302 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.

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

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.

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act

(SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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.

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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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. I do not discuss individual student issues in the classroom before, during or after class.**

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 **[insert a description of the nearest exit/emergency 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 individuals with disabilities.

Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php http://www.uta.edu/police/Evacuation_Procedures.pdf

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Marquel Anteola manteola@uta.edu 817-272-7426

Course Schedule

"As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. - Mr. Mamola"

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.

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

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.</p>

**English 1302: Rhetoric and Composition II
(Daily Schedule)**

Week	Date	Class Topic and Daily Readings	Assignments Due
1	FRI 8/26	Course introduction. Policies and procedures.	Signed Syllabus Contract
2	MON 8/29	Diagnostic Essay (in-class)	
2	WED 8/31	The Rhetorical Situation and Entering Academic Conversations Read: <i>FYW</i> : pp. P17-P20 , P49-P50, and Ch. 2 (39-42, 48-50, bottom of 51-55) and <i>TSIS</i> : Preface and Introduction	Syllabus Scavenger Hunt Or Syllabus Quiz <i>(Find a sample on FYC ORG) (Instructors should make it very clear in the policy section of the syllabus about how and where students turn in assignments.)</i>
2	FRI 9/2	Introduction to Argument Read: <i>FYW</i> Ch. 1 (pages 2-23, 36) and <i>TSIS</i> Ch. 1 <i>[Group activity on issues available on Blackboard FYC page.]</i>	AW #1: Choose a current issue that interests you. First write a brief (1/2 page) summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the <i>TSIS</i> Introduction to help organize your ideas. <i>(The prompts for the AWs are printed in the sample syllabus as a way to provide context. All prompts are available in 1302 folder of FYC ORG. It isn’t required or necessary to reprint these here for students.)</i>
3	9/5	Labor Day - No Class	
3	9/7	Discuss ENGL 1302 Assignment Sequence Assign Issue Proposal. Read: ENGL 1302 assignments in <i>FYW</i> pp. P48-P69. Pay careful attention to the Issue Proposal (IP) and Annotated Bibliography (AB) and <i>TSIS</i> Ch. 7 and 10	1. Type at least 3 questions about the first two assignments (IP and AB). 2. AW #2: Name another current issue that interests you. Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue?

Week	Date	Class Topic and Daily Readings	Assignments Due
3	9/9	Review and Discuss Sample IP Read: Sample IP in FYW pp. P55-P56	
4	9/12	Creating a Research Plan Read: FYW Ch. 3 (pages 64-70, 73-81) and Ch. 4 (104-111) Census Date: Last day to withdraw without a W	AW #3: Select the issue that you plan to write your papers on this semester (you may use one of the issues that you have already explored in the first two summary responses for this assignment). After applying the Twelve Tests of an Arguable Issue (FYW pg. 36) to the issue and being able to answer “yes” to all twelve, draft a response to invention questions 2-4 in the Issue Proposal assignment for the issue (FYW pg. P51-P52). [This Response works well as an in-class writing activity]
4	9/14	Discuss Current Issues of Academic Dishonesty [In-class Plagiarism Activity available on Blackboard FYC ORG page.] Read: “FYE Evaluation Rubric” in FYW P-21	
4	9/16	Peer Review Workshop or Introducing the Peer Review Assignment (The Peer Review Assignment is located in FYC ORG on Blackboard. This assignment, as a best practice, should be completed as homework and perhaps discussed later during a class day. If this day is used for the discussion, you might use a previous day to introduce the assignment and assign the partners. You may also wish to move the peer review workshop to a later day, after there has been some in-class writing work on the IP and students have completed the Peer Review Assignment for homework.)	Draft of Issue Proposal Due Instructors will determine how students will submit drafts to them for feedback and how students will provide a draft to their peer reader(s).
5	9/19	IP Writing Workshop In-Class Work on Issue Proposals Review: FYW Chapter 3 In-Class: Refining your issue (We encourage focused in-class writing days where students complete drafts of essay sections. Instructors may wish to also conduct conferences to discuss drafts with individual students.)	

Week	Date	Class Topic and Daily Readings	Assignments Due
5	9/21	IP Writing Workshop In-Class Work on Issue Proposals Review: <i>TSIS</i> Chapter 7 In-Class: workshop “so what” and “who cares”	
5	9/23	IP Writing Workshop In-Class Work on Issue Proposals Review: <i>FYW</i> Chapter 4 In-Class: Refining your claim	
6	9/26	Discuss strengths and weaknesses of IP and trajectory of research project. Assign annotated bibliography (AB). Review: AB assignment in <i>FYW</i> pp. P57-P58	Issue Proposal Final Due Those GTAs enrolled in 5359 must use this due date for their students. Team Member Assessment Survey
6	9/28	Discussion/Workshop What is a well-rounded source list? [Instructors can discuss types of sources expected, required types of sources, multiple positions, etc.]	
6	9/30	Library Day: Finding Sources Workshop (#___) [An in-class workshop could take the place of this library day. Instructors will need to arrange the library instruction by contacting designated FYC librarian. The course schedule may need adjustment in order to arrange library time for your classes.]	
7	10/3	Reasons and Evidence / Audience Analysis Read: <i>FYW</i> Ch. 6 (pp. 142-160) and <i>TSIS</i> Ch. 2 & 3	AW #4: Read the essay “Guns in America” (<i>FYW</i> pgs. 172-174) and then answer questions 1 and 2 of Task 1 and 1-4 of Task 2 (<i>FYW</i> pgs. 171-172). Your answers should be in complete sentences and should elaborate on the question. Specifically, question 1 of Task 1 should not just be a number, but should include which reasons are supported and with what evidence. Your answers to questions 1-3 of Task 2 should not just be “yes” or “no,” but should also give an explanation of why.

Week	Date	Class Topic and Daily Readings	Assignments Due
7	10/5	Audience Analysis [<i>Shorthorn</i> audience/"they say" activity available on Blackboard FYC page.]	
7	10/7	Reporting Evidence Read: FYW Ch. 7 (pp. 176-191) [In-class writing: Identify 3 things from FYW Chapter 7 (types of evidence or strategies, for instance) and explain how you plan to apply or use them in your MI and/or RPP.]	AW #5: Full citation and annotation of three sources you will be using in your Annotated Bibliography. These MUST be argumentative sources (as opposed to background information) and they need to be three different positions within your issue. Follow the instructions of the Annotated Bibliography Assignment Prompt in your FYW.
8	10/10	Review Ethos, Pathos, and Logos Read: FYW Ch. 5 (Alert students to look for these appeals in the various arguments made about their issue. Have students prepared to address the appeals made in sources they find.)	Annotated Bibliography Final Due Those GTAs enrolled in 5359 must use this due date for their students. Team Member Assessment Survey
8	10/12	Assign Mapping the Issue (MI). Review: MI assignment FYW pp. P59-P62 [MI Invention Activity is available on Blackboard FYC ORG page.]	Questions about MI assignment.
8	10/14	Analyzing and Incorporating Sources Read: <i>TSIS</i> Ch. 8 and "Incorporating Sources Effectively" (BB) [Class Activity "Source Analysis for MI" is available on Blackboard FYC page]	
9	10/17	Discuss Sample MI Read: MI sample in FYW (pp. P63-P65)	
9	10/19	Warranting claims and reasons Read: FYW Ch. 9 (Have students think about warrants/assumptions of various positions analyzed in their MI essays.) National Day on Writing: 10/20	AW #6: Choose one position and source for that position that you plan to use in your Mapping the Issue. Following the MI Assignment Prompt in your FYW (specifically, Invention #3), draft two paragraphs for your MI - one that explains the position and one that analyzes the source that you are using as an example of that position.

Week	Date	Class Topic and Daily Readings	Assignments Due
9	10/21	Writing Workshop MI In-class work: Comparing Different Points of View Review: FYC Chapter 12	
10	10/24	Peer Review Workshop (The Peer Review Assignment is located in FYC ORG on Blackboard. This assignment, as a best practice, should be completed as homework and discussed later during a class day. You might use this day to introduce the assignment and assign the partners. You may also wish to move the peer review to a later day, after there has been some in-class writing work on the MI.)	Draft of Mapping Issue Due Instructors will determine how students will submit draft to them for feedback and how they will provide a draft to their peer reader(s).
10	10/26	Writing Workshop MI In-class work: Remaining Objective Review: TSIS Chapter 11	
10	10/28	Writing Workshop MI	
11	10/31	Discuss strengths and weaknesses of MI. Assign Researched Position Paper and RPP Presentation. Review: RPP assignment in FYW pp. P70-P73 [“RPP Presentation Assignment” handout is available on Blackboard FYC page]	Mapping Issue Final Due Those GTAs enrolled in 5359 must use this due date for their students. Team Member Assessment Survey
11	11/2	Discuss Sample RPP Review: RPP sample in FYW pp. P66-P69 In-class work: Final Questions for M.I. Review: M.I. Rubric Last day to drop Submit requests to advisor prior to 4:00 p.m.	Questions about RPP assignment
11	11/4	Research Process Read: FYW Ch.3 (pp. 82-89) and Ch. 4 (pp. 111-118) and TSIS Ch. 4 and 5 [In-class activity: Draft an outline of the RPP. Using the outline directions/template on pg. 78 of your FYW, create an outline for your Research Position Paper. This outline must include your claim, at least three subclaims (your reasons for your claim), and support for each subclaim (this should be the specific evidence/source you plan to use for that reason).]	Bring a list of sources you are using for each of your reasons in the RPP.

Week	Date	Class Topic and Daily Readings	Assignments Due
12	11/7	Rogerian Argument / Naysayer / Counterargument Read: <i>FYW</i> Ch. 11 and <i>TSIS</i> Ch. 6 [Class Activity on Rogerian Argument available on Blackboard FYC page.] [Alternatively, audience activity available on Blackboard FYC page.]	AW #7: Choose one position and source for that position that you plan to use in your Mapping the Issue. Following the MI Assignment Prompt in your <i>FYW</i> (specifically, Invention #3), draft two paragraphs for your MI - one that explains the position and one that analyzes the source that you are using as an example of that position.
12	11/9	Rogerian Argument / Naysayer / Counterargument, cont. RPP Writing Workshop (Draft possible counterargument section of RPP)	
12	11/11	Narrowing Your Claim Read: Ch. <i>FYW</i> 13 (pp. 328-330, 354) (Writing Workshop: Claim for RPP)	
13	11/14	Refining Your Introduction Review: <i>TSIS</i> Chapter 7 In-Class: workshop “so what” and “who cares” [In-class writing: Write Introductions]	
13	11/16	RPP Writing Workshop In-Class Work: Refine Response to “They Say” Review: <i>TSIS</i> Chapters 1 and 4	
13	11/18	RPP Writing Workshop: Reasons and Evidence In-Class Work: Discuss Your Reasons and Evidence and Appeals Review: <i>FYW</i> Chapters 5 & 6	
14	11/21	Peer Review Workshop (The Peer Review Assignment is located in FYC ORG on Blackboard. This assignment, as a best practice, should be completed as homework and discussed later during a class day. You might use this day to introduce the assignment and assign the partners. You may also wish to move the peer review to a later day, after there has been some in-class writing work on the RPP.)	Draft of RPP Due Instructors will determine how students will submit draft to them for feedback and how they will provide a draft to their peer reader(s).
14	11/23	RPP Writing Workshop	
14	11/25	Thanksgiving Holidays - No Class	

Week	Date	Class Topic and Daily Readings	Assignments Due
15	11/28	RPP Presentation Preparation In Class: Discuss Visual Arguments (Bring Questions) Review: FYW Chapter 10 (256-261)	
15	11/30	RPP Presentations	
15	12/2	RPP Presentations	
16	12/5	RPP Presentations	
16	12/7	RPP Presentations LAST DAY OF CLASS (We will not meet after this class. There is no final during "Finals Week.")	RPP Final Due Team Member Assessment Survey

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 _____