

**English 1302-043: Rhetoric and Composition II**  
**Spring 2017**

**Instructor Information**

**Instructor:** Dr. Jennifer Miller

**Office/Hours:** Carlisle, 417 Monday/Wednesday 10:00 – 11:00, Tuesday/Thursday 2:00 – 3:00, by appointment

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**Course Information:** ENGL1302-043 Tuesday/Thursday 11:00 – 12:20, TH 204

**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, 3<sup>rd</sup> edition* ISBN: 0393935841

First Year Writing: Perspectives on Argument, 3<sup>rd</sup> edition ISBN: 1256744506 (You can purchase an EText of this textbook at [http://www.pearsoncustom.com/tx/uta\\_writing](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/](http://www.pearsoncustom.com/_global/productinfo/websites/_24_7/) or call 1-800-677-6337.

#### **Description of Major Assignments.**

**Issue Proposal (2/16):** 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 (3/9):** 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 (4/4):** 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/Signature Assignment (5/4):** 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 (4/27, 5/2, or 5/4):** Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper.

**Classwork/Homework:** This includes writing workshop participation, analytical writing, quizzes, and all other assignments.

**Peer Reviews.** The Issue Proposal, Mapping the Issue, and Research Position Paper will include mandatory peer review workshops. **To participate in peer review you MUST come to class prepared with an appropriate draft. If you are more than 5 minutes late you will not be allowed to participate in peer review and will receive a 0 on the assignment. 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/Signature Assignment | 30% |
| Final Presentation                             | 5%  |
| Classwork/Homework                             | 10% |
| Peer Review                                    | 10% |

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. [Completion means that something is turned in as a "final draft." **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 .doc or .docx file to ensure that I am able to open them on my computer. In addition to Blackboard submissions, a hardcopy of each assignment must be submitted at the beginning of class on the date it is due. 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. If you do not submit a hardcopy of the assignment, you will receive a 0 on 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 6 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.](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 /Classwork/Peer reviews **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.

**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. **I will take attendance, but you will only be evaluated on the work you produce, not your presence in the classroom.** 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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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. I will respond to appropriate emails within 24 hours during the workweek and within 48 hours on weekends and holidays.** 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 **four** 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.

**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 \_\_\_\_\_. 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.



**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/universitycollege/resources/index.php>.

**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](http://www.uta.edu/owl) for detailed information on all our programs and services.

**Librarian to Contact:** Marquel Anteola [manteola@uta.edu](mailto:manteola@uta.edu) 817-272-7426

**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.

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

| <b>Week</b> | <b>Date</b>   | <b>Class Topic and Daily Readings</b>  | <b>Assignments Due</b>  |
|-------------|---------------|--|---|
| <b>1</b>    | TUES<br>1/17  | Course introduction. Policies and procedures.<br><b>Diagnostic Essay (in-class)</b>  |   |
| <b>1</b>    | THURS<br>1/19 | The Rhetorical Situation and Entering Academic Conversations   | <b>Read:</b> <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<br><br><b>Due:</b> Signed Syllabus Contract   |
| <b>2</b>    | TUES<br>1/24  | Introduction to Argument   | <b>Read:</b> <i>FYW</i> Ch. 1 (pages 2-23, 36) and <i>TSIS</i> Ch. 1<br><br><b>Due:</b> <b>AW #1:</b> 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. |
| <b>2</b>    | THURS<br>1/26 | Significance and Metacommentary<br><br>Discuss ENGL 1302 Assignment Sequence<br>Assign Issue Proposal.<br><br>Discuss assignment and review sample in class. | <b>Read:</b> ENGL 1302 assignments in <i>FYW</i> pp. P48-P69 and <i>TSIS</i> Ch. 7 and 10<br><br><b>AW #2:</b> 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?                                   |
| <b>3</b>    | TUES          | Creating a Research Plan   | <b>Read:</b> <i>FYW</i> Ch. 3 (pages 64-  |

| Week     | Date          | Class Topic and Daily Readings   | Assignments Due   |
|----------|---------------|--|---|
|          | 1/31          | <b>AW #3:</b> 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 ( <i>FYW</i> 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 ( <i>FYW</i> pg. P51-P52). | 70, 73-81) and Ch. 4 (104-111)  |
| <b>3</b> | THURS<br>2/2  | MLA/Plagiarism<br>and<br>Summarize/Paraphrase/Quote Lecture<br><br>Classwork: Plagiarism Activity  |   |
| <b>4</b> | TUES<br>2/7   | Classwork: Peer Review Workshop  | <b>Due: Draft of Issue Proposal</b> (Bring <b>two</b> copies to class.) |
| <b>4</b> | THURS<br>2/9  | Classwork: Research Questions/ Research Plan Workshop  | <b>Read: FYW</b> Ch. 13   |
| <b>5</b> | TUES<br>2/14  | Identifying and Describing the Significance of an Issue<br><br>Classwork: Significance Workshop  |   |
| <b>5</b> | THURS<br>2/16 | Assign Annotated Bibliography (AB).<br><br>Discuss assignment and review sample in class.  | <b>Due: Issue Proposal Final</b><br><br><b>Read: FYW</b> P57 – P58      |
| <b>6</b> | TUES<br>2/21  | Reasons and Evidence / Audience Analysis   | <b>Read: FYW</b> Ch. 6 (pp. 142-160) and <i>TSIS</i> Ch. 2 & 3          |
| <b>6</b> | THURS<br>2/23 | Reporting Evidence   | <b>Read: FYW</b> Ch. 7 (pp. 176-191)                                    |
| <b>7</b> | TUES<br>2/28  | Library Research Day<br>Meet in Central Library, Room 315a   |   |

| Week | Date          | Class Topic and Daily Readings  | Assignments Due   |
|------|---------------|---|---|
| 7    | THURS<br>3/2  | Ethos, Pathos, and Logos<br><br>Classwork: Identify rhetorical appeals in your sources and evaluate their effectiveness                     | <b>Read:</b> FYW Ch. 5<br><br><b>Bring:</b> 3 sources to class<br><br><b>Due: AW #4</b> Full citation 5554rand 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    | TUES<br>3/7   | Assign Mapping the Issue (MI).<br><br>Discuss assignment and review sample in class.<br><br>Classwork: Mapping the Issue Invention Activity | <b>Read:</b> FYW P59 – P65  |
| 8    | THURS<br>3/9  | Analyzing and Incorporating Sources<br><br>Classwork: Source Analysis of MI   | <b>Read:</b> TS/S Ch. 8 and “Incorporating Sources Effectively” (BB)<br><br><b>Due: Annotated Bibliography Final</b>  |
| 9    | 3/13-<br>3/17 | Spring Break  |   |
| 10   | TUES<br>3/21  | Warranting claims and reasons<br><br>Classwork: What’s my warrant?  | <b>Read:</b> FYW Ch. 9  |
| 10   | THURS<br>3/23 | Classwork: Peer Review Workshop   | <b>Due: Draft of Mapping the Issue</b> (Bring <b>two</b> copies to class.)  |
| 11   | TUES<br>3/28  | No Class – Extended Office Hours for Individual Conferences   |   |

| <b>Week</b> | <b>Date</b>   | <b>Class Topic and Daily Readings</b>  | <b>Assignments Due</b>  |
|-------------|---------------|--|---|
| <b>11</b>   | THURS<br>3/30 | No Class – Extended Office Hours for Individual Conferences  |   |
| <b>12</b>   | TUES<br>4/4   | Assign Researched Position Paper/Signature Assignment and RPP Presentation.<br><br>Discuss assignment and review sample in class.<br><br>Classwork: Draft an outline of the RPP. Using the outline directions/template on pg. 78 of your <i>FYW</i> , 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). | <b>Due: Mapping Issue Final Due</b><br><br><b>Read: FYW P66 – P73</b><br><br>Bring a list of sources you are using for each of your reasons in the RPP. |
| <b>12</b>   | THURS<br>4/6  | Rogierian Argument and Naysayer<br><br>Classwork: Claim Workshop I   | <b>Read: FYW Ch. 11 and TSIS Ch. 6</b>  |
| <b>13</b>   | TUES<br>4/11  | The Research Paper: Using Sources, Writing, and Revising<br><br>Classwork: Claim Workshop II   | <b>Read: FYW Ch. 14</b>   |
| <b>13</b>   | THURS<br>4/13 | Classwork: Peer Review Workshop  | <b>Due: Draft of RPP (Bring two copies to class.)</b>   |
| <b>14</b>   | TUES<br>4/18  | Classwork: Organization Workshop   | <b>Bring: Peer's review and paper to class</b>  |
| <b>14</b>   | THURS<br>4/20 | No Class – Extended Office Hours for Individual Conferences  |   |
| <b>15</b>   | TUES<br>4/25  | No Class – Extended Office Hours for Individual Conferences  |   |
| <b>15</b>   | THURS<br>4/27 | RPP Presentations  |   |
| <b>16</b>   | TUES<br>5/2   | RPP Presentations  |   |
| <b>16</b>   | THURS<br>5/4  | RPP Presentations  | <b>Due: RPP/Signature Assignment Final</b>  |

| Week | Date | Class Topic and Daily Readings  | Assignments Due |
|------|------|---|-----------------|
|      |      | <p data-bbox="418 216 1045 289">Team Member Assessment Survey for Signature Assignment</p> <p data-bbox="428 331 1036 447"><b>LAST DAY OF CLASS</b><br/><b>(We will not meet after this class. There is no final during "Finals Week.")</b></p> |                 |