

English 1302: First-Year Composition
University of Texas at Arlington
11 a.m.-12:20 p.m. T/R Trimble Hall Room 212 (Section 44)

Instructor: Ms. Christi Cook
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Office Hours: 12:30-2 p.m. T/R
Location: Carlisle Hall 612

Calvin: I'm supposed to write a paper that presents both sides of an issue and then defends one of the arguments.

Hobbes: What's your issue?

Calvin: That's the problem. I can't think of anything to argue.

Hobbes: That's hard to believe.

Calvin: I'm always right and everyone else is always wrong! What's to argue about?!

--"Calvin and Hobbes"

Course Description: Introduction to Critical Thinking, Reading, and Writing II is a course that builds on the skills learned in English 1301 by providing a more extensive introduction to rhetorical and argument theories. Students learn to identify a controversial issue independently, research that issue by navigating library databases, compile a bibliography of relevant sources, map the conversation surrounding the issue, and advocate their own position by developing claims supported by good reasons and evidence. Students continue to practice recursive reading and writing processes and develop a more sophisticated awareness of context and audience.

Required Texts: Perspectives on Argument Nancy Wood, 6th edition
They Say/I Say Graff and Birkenstein, 2nd edition

Required Materials: A 1-inch binder with dividers labeled "Freewrites," "Class Notes," and "Handouts." Please place the syllabus at the front of the binder.

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

Rhetorical Knowledge

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

Critical Reading, Thinking, and Writing

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

Processes

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

Conventions

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

Description of Assignments:

Toulmin Analysis	15 %
Exploratory Essay	20 %
Annotated Bibliography	10 %
Researched Position Paper	25 %
Reading Responses/Issue Proposal	10 %
Film Review	10 %
Participation	10 %
TOTAL	100%

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.

READING RESPONSES/ISSUE PROPOSAL: You are expected to complete all of the assigned reading for this course so that you may participate in classroom discussion and learning activities. When assigned, you are required to choose a compelling quotation from the reading, write a brief personal response incorporating the quote and the reading, and write an in-depth, open-ended question about the reading that will stimulate class discussion. You will also write a two-page issue proposal outlining the topic you want to write about throughout the semester.

ESSAYS: The major assignments in this class will be based on a current issue that interests you. You are required to write three essays: a Toulmin analysis, an exploratory essay, and a researched position paper in addition to compiling an Annotated Bibliography.. Each essay must meet length requirements and follow MLA format. Each essay must be submitted in a folder containing all prewriting materials, drafts, and peer reviews.

Toulmin Analysis: This paper requires students to apply the Toulmin framework to an outside article, identifying and analyzing the writer's claims, warrants, backing, and rebuttal in addition to identifying the writer's ethos and pathos appeals. Students are required to write a 3-4 page paper targeted to the editor of a specific publication.

Annotated Bibliography: This assignment is designed to help students begin their research on a topic of their choice. Students are required to find ten (10) outside journal articles, correctly cite them using MLA style formatting, and provide a brief annotation.

Exploratory Paper: This paper will require students to find and analyze academic sources on an issue of your choice, including but not limited to books, magazines, films, journals, and websites. Students are required to write a 4-6 double-spaced page paper that discusses at least three specific views or positions on the topic the student has chosen.

Researched Position Paper: This paper will build upon the exploratory paper, requiring students to pick a position they addressed in their exploratory paper. Then students will write an original claim and find outside academic resources that help support or develop their claim. Students must then write a 7-10 double spaced page paper, using MLA style formatting, that develops and supports their claim based on their research.

FACEBOOK DISCUSSION: All students need to create a Facebook profile if they don't have one already. Throughout the semester, students regularly need to check the English 1302 group for this course. Students are NOT required to share any personal information; rather, they need to maintain an account in order to participate in our academic conversations outside of class.

- 1) For those students without an existing Facebook account, go to www.facebook.com and register for an account within the next three days.
- 2) Additionally, you will be required to pose at least two open-ended discussion questions (thoughtful questions that do not have a yes/no answer) throughout the semester on the Facebook discussion page. You are required to respond to at least four posts by other students.
- 3) **Please do not send the instructor a private message or a "friend" invitation via Facebook. You need to e-mail the instructor at the UTA e-mail address provided or post publicly on the Wall.**

Course Policies:

ATTENDANCE: Good attendance is a vital part of succeeding in college. We are building a discourse community in this class, and we must have all members present in order to build and move forward. You may miss three (3) class periods without penalty. For each additional unexcused absence, five (5) points will be deducted from your final grade. Excused absences include official university activities, religious holidays, and absences for military service. I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities. Habitual tardiness is one indication of poor time management and life preparation.

Note: Two (2) tardies equal one (1) absence. Tardy is defined as arriving after class has started.

PARTICIPATION: Full participation is necessary in order to succeed in this class. Participation includes: freewrites, possible quizzes, coming prepared to class, contributing appropriately to class discussions, paying attention to the instructor and to peers, responding to discussion questions posted by peers on Facebook, and reflecting on assigned readings. Remember, we are building a community of writers this semester. You are part of the community!

PEER REVIEWS: Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper's final folder in order to receive full credit. **It is very important that you attend class on peer review days, as you will not be able to make up these points.**

GRADING POLICIES: There are 100 possible points for this course.

SCALE: 90-100 **A** — Excellent work that fulfills assignment criteria with exceptional skill, quality, style, persuasiveness, or sophistication.

80-89 **B** — Good work that meets assignment criteria.

70-79 **C** — Acceptable work that only meets assignment criteria and/or contains notable flaws that should have been remedied in planning, drafting, revising, or conferring with the instructor.

< 70 **Z** — Complete work that has numerous severe flaws or does not meet assignment criteria.

F — Incomplete or unsatisfactory due to negligence or dishonesty.

Grades in first-year composition are A, B, C, F, and Z. The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but 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 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.

Discussing grades: **When a paper or test is returned to you, please wait 24 hours to discuss your grade on the paper with your instructor.**

Extra credit: **There is no extra credit available in this course.**

LATE ASSIGNMENTS: The syllabus clearly states when each and every assignment is due. If you miss class on the day an assignment is due, you may either have a peer submit it during class or turn it in early. Papers are due at the beginning of class on the due date specified. Summary responses **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. Computer problems are not an excuse for not having an assignment. **Always back your work up** with a flash drive or by emailing yourself a copy of the work. Should you need to make special arrangements concerning assignments, please see me. **Note: I will not accept any emailed assignments.**

REWRITES: If you receive a failing grade on an assignment other than the researched position paper, you must rewrite it. You will have exactly one week after the essay is returned to you to complete the rewrite. Although it is not mandatory, should you receive a grade you do not find acceptable, you may also choose to rewrite the essay. A rewrite does NOT guarantee a better grade. Revision is not just fixing surface errors or deleting a few sentences. It must be evident that the paper has been thoroughly reworked to change a grade. The rewritten paper will be averaged with your original paper. **You may not rewrite the researched position paper, which is the final essay for the course.**

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.

CONDUCT: Since we are all adults and this is a college course, you are expected to conduct yourselves in a respectful, adult manner in the classroom and to take responsibility for your words and actions. Offensive language and classroom disruptions — including **ringing cell phones, text messaging, and use of personal computers** — will not be tolerated. You are required to participate in all course discussions and activities in a thoughtful and engaged manner. This means that your head is off your desk, focusing only on material for this class, not listening to an MP3 player, etc. Your reading and assignments, through careful reflection, should prepare you for such participation. In doing so, be mindful of your peers and avoid any harmful or offensive language.

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 of Operating Procedures, Ch. 2, Sec. 2-202).

SYLLABUS AND SCHEDULE CHANGES: Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

THE WRITING CENTER: The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Spring 2011, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online at uta.mywconline.com, by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

ACADEMIC INTEGRITY: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

STUDENT SUCCESS PROGRAMS: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

AMERICANS WITH DISABILITIES ACT: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

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 MyMav. 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.

COURSE SCHEDULE: Assignments are due on the day they are listed.

DATE		Writing/Homework Due	Reading Due	In Class Activities
Week 1	Tues 1/18	Purchase Textbooks		Syllabus Discussion / Course Intro

	Thurs 1/20	Syllabus Quiz		Rhetorical Theory Lecture and Activity
Week 2	Tues 1/25	Reading Response #1	Perspectives Chapter 3	
	Thurs 1/27	Reading Response #2	TSIS Preface, Introduction, Ch. 9	Visit from the Writing Center
Week 3	Tues 2/1	Reading Response #3	Perspectives Chapter 1	Issue Invention
	WEDNESDAY 2/2: Census Date			
	Thurs 2/3	Reading Response #4	Perspectives Chapter 5	Issue Activity
Week 4	Tues 2/8	Issue Proposal		
	Thurs 2/10		Toulmin supplementary reading	In-Class Toulmin Analysis
Week 5	Tues 2/15	Toulmin Analysis First Draft		Peer Review
	Thurs 2/17			No class- one-on- one conferences
Week 6	Tues 2/22			Library Day- Meet in Library for class
	Thurs 2/24	Toulmin Analysis Final Draft	TSIS Chapters 1,7,10	Addressing Error Workshop
Week 7	Tues 3/1	Annotated Bibliography		
	Thurs 3/3	Reading Response #5	Perspectives Chapter 6	Stasis Theory Activity
Week 8	Tues 3/8			Show film in class
	Thurs 3/10	Bring advertisement	Perspectives Chapter 9	Finish film, discuss
Week 9	Tues 3/15	No Class - Spring Break		
	Thurs 3/17	No Class - Spring Break		
Week 10	Tues 3/22	Film Review		Visual Argument Activity
	Thurs 3/24			Rhetorical Chairs
	FRIDAY 4/1: Drop Date			
Week 11	Tues 3/29	Reading Response #6	Perspectives Chapter 10	Rogerian Argument Activity: In-class debate
	Thurs 3/31	Exploratory Essay First Draft		Peer Review

Week 12	Tues 4/5			Special speaker from Star Telegram
	Thurs 4/7	Reading Response #7	TSIS Chapters 2,3,5	
Week 13	Tues 4/12	Exploratory Essay Final Draft		
	Thurs 4/14			Work with Sample Essays
Week 14	Tues 4/19	Bring reading sample from your major		Claims and Fallacies Activity
	Thurs 4/21			Process Work
Week 15	Tues 4/26	Researched Position Paper First Draft		Peer Review
	Thurs 4/28	Researched Position Paper Final Draft		
Week 16	Tues 5/3	Presentations		
	Thurs 5/5	Presentations		

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