ENGL 1302: Critical Reading, Thinking, and Writing Argument

Spring 2009

Instructor: Ervin Starwalt

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Room: TH 204  Office Hours: 10:00-11:00 Tues.; 10:00-11:00 M;
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COURSE DESCRIPTION

English 1302 is a class in reading, writing, and critical thinking which focuses on argument. This is a sequel to 1301 which builds on what you learned there. You will read and reread texts and write essays through a process of several drafts. The goal of this course is not only to improve your writing skills, but also to sharpen your abilities as a critical thinker in any field.

As a member of a democratic society and as a member of the academic community you need to understand and participate in argument. Since argument is everywhere, what you learn in this course will have application in several spheres.

Student Learning Outcomes

1. Students will sharpen their ability to recognize and analyze argument whether it is written, spoken, or visual.
2. Students will increase their ability to read and think critically.
3. Students will learn to express their opinions in writing about issues.
4. Students will learn to recognize arguments in multiple disciplines and contexts.

TEXTS


Other Materials

One Folder for journal entries.

Attendance

Because of the emphasis on class discussion and groupwork, this course demands your presence during each session. If you must be absent from class, it is your
responsibility to catch up on any work you missed. Just as you should expect me to
attend every session alert and on time, so too do I expect you to attend every session
alert and on time. An absence will be given for every three tardies. If you miss class
more than three times, five points for each absence above four absences will be
deducted from your final grade.

**Missed Classes**

If you miss a class, contact a fellow student or call me to find out about missed work,
announcements, or assignments. This is your responsibility. Ignorance is not an
excuse to miss an assignment. You may also email me, but do so as quickly as
possible. Otherwise I may not have ample time to respond.

**Typing Assignments**

In general, all written work not done in class must be typed or word processed. UTA
has several computer labs that you can use if you do not have a computer at home.
The Writing Center (room 411 in the Central Library) has computers you may use along
with tutors to teach you how to use them.

**Grades**

All assignments are due on the scheduled due date. LATE WORK will be not be
accepted more than one class day late. It will be assessed a 10% PENALTY. For you
to receive full credit, a copy of each draft must be handed during class on its due date.
In-class assignments cannot be made up. Late Final Position Papers will not be
accepted.

You can accumulate 100 points as follows:

**Read but not graded (19%)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Issue proposal #1</td>
<td>2</td>
</tr>
<tr>
<td>Argument style essay</td>
<td>2</td>
</tr>
<tr>
<td>3 summary response papers</td>
<td>6</td>
</tr>
<tr>
<td>Toulmin Analysis paper</td>
<td>5</td>
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<tr>
<td>Issue proposal #2</td>
<td>2</td>
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<tr>
<td>Exploratory paper #2</td>
<td>2</td>
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**Graded Papers (65%)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exploratory paper #1</td>
<td>10</td>
</tr>
<tr>
<td>Position paper #1</td>
<td>15</td>
</tr>
<tr>
<td>Rogerian argument paper</td>
<td>5</td>
</tr>
<tr>
<td>Argument analysis paper</td>
<td>5</td>
</tr>
<tr>
<td>Position paper #2 with annotated bibliography</td>
<td>30</td>
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**Oral Presentations (8%)**
Toulmin report 2
Presentation of visual argument 2
Rogerian argument report 2
Symposium with visual argument 2

**Participation I Group Work (8%)**
(The eight group days are identified in the syllabus: 1 point for each day. 8

**Total points** 100

**Final Grade**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>69-below</td>
<td>Z or F</td>
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</tbody>
</table>

Keep your own copy of all work you hand in to be graded. Also keep a file of all returned work until final grades are out.

You must make at least a "C" (21 points) on Position Paper #2 to pass the course. Your grade will be A, B, C, Z, or F. If you complete all the assigned coursework and your grade is below a C you will be given a Z (which has no effect on your GPA) and you will be allowed to repeat the course for credit. The Z grade was not created to punish the student but to allow hard-working students the opportunity to improve their skills without penalty. If you fail to complete the coursework, you will receive an F.

**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.

In a course such as this one that involves a major writing component, students may be tempted to plagiarize. Plagiarism is the act of “tak[ing] ideas or writing from another and offer[ing] them as one’s own (Webster’s New World Dictionary 456). Plagiarism is unacceptable at UTA, and any who plagiarizes will receive an F on the paper in question and may receive an F in the course and be referred for additional administrative action.

In addition, other sorts of dishonest behavior are not acceptable at UTA. "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)

DISABILITY ACCOMMODATION

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.

At UTA we are dedicated to assisting all students with disabilities. If you have a disability which requires specific accommodation, you must inform your instructor IN WRITING AT THE BEGINNING OF THE SEMESTER and register in the Office for Students with Disabilities. If you have a disability, please let your instructor know as soon as possible.

STUDENT SUPPORT SERVICES AVAILABLE

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

DROP POLICY

Please note that should you find that you need to drop the course, you must do so yourself. I cannot do it for you.

CLASS SCHEDULE (subject to change)

Week One
Orientation; Syllabus. Describe issues and written and visual argument. Test the idea that argument is everywhere by bringing to class one example of an argument in written or visual form. Say where you found it (Exercise B, page 23).

Bring textbook. Survey textbook. (See page 110.) Report on the examples of arguments you have brought to class. Start a list of issues for future argument papers and add to it throughout the course. List those in “The Reader” (hereafter TR) that interest you along with other issues not in the textbook that you find compelling. Sign up for the 16 issue questions in TR and read the essays that accompany it. Prepare to describe the issue and essays at the next class meeting.

Due: Example of an argument and where you found it.

Week Two

Finding issues and Chapter One. One minute oral reports in the 16 issue questions in TR. Decide on the most compelling issue for you from TR for the first paper and form tentative writing groups. Discuss Chapter One and build common ground, Exercise A, page 23.

Note: All chapter assignment are from the class text and include the chapter and exercises at the end of the chapter. Read the chapter and exercises before the due date so you can work with the material the day of class.

Due: One minute report on your question from TR.

Chapter Two. Read student papers on argument styles aloud. Discuss your personal argument styles. Discuss essays and images in the chapter exercises.

Due: Argument style paper (Exercise B, p. 51). Read, not graded.

Week Three

Chapter Three. The rhetorical situation. Chapter exercises. Read one article on you issue in TR and write one summary-response paper (see pages 125-126 and Exercise C1, p. 136). Apply the 12 tests for an issue and write an issue proposal for your first paper.

Due: One summary-response paper. Issue proposal #1 on your issue from TR. Both read, not graded.

Group Work (1 point). Form writing groups. Read summary-response papers and discuss the possible perspectives on the issues presented by your group.

Due: Two additional summary-response papers. Read, not graded.

Week Four

Chapter Four. Discuss your reading-thinking-writing process and ideas for improving it. Understand the exploratory paper as well as exploring an issue through visual images.

12   **Group Work 2 (1 point):** Peer critiques of exploratory paper #1.
     **Due:** Draft of exploratory paper #1.

**Week Five**

17   **Chapter 5.** Chapter exercises.
     **Due:** Exploratory paper #1. Graded.

     **Due:** Toulmin oral reports: Bring cartoon, letter to editor, short essay, or advertisement to class to analyze according to Toulmin model.
     **Due:** Toulmin analysis paper. Read, not graded.

**Week Six**

24   **Chapter Six.** Chapter exercises. Analyze claims in essays and images. Invention activity: Claim questions and claim for position paper #1 (Exercise F, p. 218).

26   **Chapter Seven.** Chapter exercises. Analyze proof in essays and images. Invention activity: Add proofs to position paper #1 (Exercise F, p. 257).

**Week Seven**

3    **Chapter Eight.** Chapter exercises. Understand fallacies and ethical argument. Invention activity: Evaluate support and eliminate fallacies (Exercise E, p. 275).

5    **Group work 3 (1 point):** Peer critiques of draft of position paper #1.
     **Due:** Draft of position paper #1.

**Week Eight**

10   **Chapter Nine.** Chapter exercises. Understand visual argument and how to analyze it.

12   **Visual argument reports (2 points).** Exercise D, p. 307.
     **Due:** Visual argument oral report (2 points): Circulate an example of a visual argument and answer questions about it. (Exercise D, p. 307).

**Spring Break: March 16-21**

**Week Ten**
Due: Position paper #1. Graded.

Group work 4 (1 point): Peer Critiques on Rogerian argument paper (work in pairs).  
Due: Draft of Rogerian argument paper.

Week Eleven

Rogerian argument reports (2 points): Two to three minute reports on Rogerian arguments.  
Due: Rogerian argument paper. Graded.

Appendix to Chapter Ten: Review and Synthesis of Strategies: The Argument Analysis Paper. Focus Groups on “Call to Unity” and “Letter from Birmingham Jail:” Group work and reports (Exercise A, p. 361). Take notes and use material from these group reports to write argument analysis paper (Exercise B, p. 362).  
Chapter Eleven. Assignment for position paper #2 that requires research online and in the library (Exercise A, p. 425). Identify issue. Use on identified in an earlier class or select another issue. Bring an issue proposal to the next class.  
Due: Read two letters and prepare to discuss your focus group topic.

Week Twelve

Chapter Twelve. Research. Read Chapter Twelve with special attention to library research and creating an annotated bibliography (pages 382-393). Visit library for introduction to library and online research. Begin library research. Locate three sources on your issue, read them, place them in an annotated bibliography, and draft an exploratory paper.  
Due: Argument Analysis Paper (graded). Issue proposal #2 (read, not graded).

Group work 5 (1 point): Form new writing groups. Peer reviews of exploratory paper #2. Goal is to identify preferred position on issue and create a claim for position paper #2.  
Due: Draft of exploratory paper #2. Annotated bibliography, three annotated sources. Annotated bibliographies will be due for this class and the next three classes as well. Bring them to class so they can be checked during group work.

Week Thirteen

Due: Exploratory paper #2. Read, not graded. Bring two more items for annotated bibliography, Total=5
16 **Group work 6 (1 point):** Audience analysis. Use Worksheet 6: Audience Analysis (p. 379). Must be done in class to receive credit.  
**Due:** Bring three more items for annotated bibliography, Total=8

Week Fourteen

21 **Chapter Twelve. Invention.** Invention activities for researched position paper #2. Must be done in class to receive credit.  
**Due:** Bring two more items for annotated bibliography, Total=10.

23 **Group Work 7 (1 point):** Chapter Thirteen. Talk through lists, outlines or partial manuscripts. Describe organization. Design peer critique sheets. Exercise A, items 1 and 2, p. 425.

Week Fifteen

28 **Group Work 8 (1 point):** Use peer critique sheets to critique first draft; write revision plan (Exercise A, item 3, p. 425). Must complete peer critique in class to receive credit.  
**Due:** Draft of position paper #2. First draft of 10-item annotated bibliography (bibliographies will be checked during group work).

30 **Symposium (2 points):** Presentations of researched position papers with visuals.  
**Due:** Researched Position Paper #2. Attachments: invention activities and drafts, 10-item annotated bibliography, Toulmin analysis, submission letter. Graded.

Week Sixteen

5 **Symposium (2 points), cont.** Presentations of researched position papers with visuals.

7 **Chapter Fourteen.** Applying argument theory to literature classes.

Week Seventeen

Finals Week. No Final in this class.