

## English 1302 Reading, Writing, and Critical Thinking: Introduction to Argument

**Instructor: Michael Brittain**

**Course Information: Sections 022 (11am-12:20pm) & 026 (12:30-1:50pm)**

**Office/Hours: 602 Carlisle Hall; T-TH 10:00-11:00am (or by appointment)**

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**Phone (Messages Only): 817-272-2692**

### **Required Texts/Supplies.**

Reader: Nancy V. Wood, *Perspectives on Argument*, 6th Edition

Two-pocket folder (for turning in papers)

Stapler

**Recommended Text:** A writing handbook

**Course Description.** English 1302 is an integrated course in critical thinking, reading, and writing, with special emphasis on argument. Attention is given to identifying and taking positions on issues, developing ideas, both through reasoning and library research, and writing well-developed papers that exhibit an awareness of particular audiences. You will be taught argumentative strategies, analytical models, argumentative proofs, modes of appeal, and methods of reasoning. Special applications are made but not limited to scholarly argument.

**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, purpose, genre, format, structure, tone, diction, and syntax to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures
- Know and use terminology for analyzing and producing arguments

#### Critical Reading, Thinking, and Writing

- Integrate personal experiences, values, and beliefs into larger social conversations and contexts
- Analyze the rhetorical appeals of written discourse
- Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity
- Produce situation-appropriate argumentative texts with a focus, thesis, and controlling idea, and identify those elements in others' texts
- Incorporate source material in their argumentative writing, synthesizing sources with their own ideas
- Provide valid, reliable, and appropriate support for claims

#### Processes

- Use and develop flexible strategies for generating, revising, and editing complex argumentative texts
- Conduct ethical research as appropriate to a particular rhetorical task
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Utilize the collaborative and social aspects of writing processes to critique their own and others' works

Conventions

- Apply and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- 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

**Grading.** Your final grade for this course will be based on quizzes and class assignments, a Toulmin Analysis Project and Presentation, a Rogerian Argument Paper, an Issue Proposal, an Exploratory Paper, a Researched Position Paper, and class participation/group work.

Your final grade distribution is as follows:

Quizzes (5 best)	10%
Annotated Bibliography	10%
Toulmin Project & Presentation	15%
Issue Proposal/Exploratory Paper	15%
Researched Position Paper	25%
Film Argument Essay	15%
<u>In-Class Writing/Class Participation/Group Work</u>	<u>10%</u>
<b>Total</b>	<b>100%</b>

**Grading.** Grades in FYC 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 simply fail to write well enough to earn a passing grade. This judgment is made by the instructor and not necessarily based upon a number average. The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade. The F grade, which *does* negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

If a student makes a Z on the Researched Position Paper, earlier assignments that received Zs will be averaged as Zs even if they have received higher grades as a result of re-writing. This policy ensures that, by the end of the course, students are capable of writing passing work without the benefit of teacher feedback and re-writes.

**All four 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. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and writing slips for that project. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

**Late Paper Policy.** Late papers will have ten points deducted for each day they are late with a four day maximum. If you will be absent the day a paper is due, please make arrangements to turn your paper in early. Quizzes cannot be made up. Your final paper (Rogerian Paper) CANNOT be late. There are no exceptions to the late policy.

**Re-write Policy.** You will be allowed to re-write the Issue Proposal, Exploratory Paper and Reader Position Paper one time each if you receive a grade lower than an A and would like to raise the grade. I will average the grade on the re-write with the original grade on the essay. Re-writes are due one week after I return the essay to you. However, before you begin a re-write, **you must have a conference with me to outline your revision plan.** In order to improve your grade through re-writing, you must do a substantial revision of your paper, but I am happy to help you do so. If you receive a Z on a major project (indicated above with an asterisk), you will be given an opportunity to re-write the assignment. If your project is improved, the new grade will be averaged with the Z (which is equal to any grade below a 70). However, if you do receive a Z on

any major assignment prior to submitting the Researched Position Paper, then the Position Paper must receive at least a C in order for you to receive credit for the course.

**Note:** Please be advised that it is *your responsibility* to retain all of your assignments until after you have received your final grade. You cannot formally challenge a final grade if you do not have evidence of your work.

**Attendance Policy.** Because much of the work you will be doing is designed to do in groups, your attendance is EXTREMELY important to the success of both your learning and the success of the class. You are allowed (3) absences...no questions asked. These are your only "freebees," so use them wisely. **Each additional absence will result in the lowering of your final grade by one half-letter grade.** Note that absences due to medical/family crises do not excuse you from the work assigned in this class, though they are not counted against your attendance record with proper documentation. For ANY absence, you (the student) are responsible for acquiring information about the work you missed. If you are more than 10 minutes late to class, you will be counted absent.

**Note:** In some cases the University is unable to have class on campus due to weather or other circumstances. However, we WILL have class electronically. Please check the course web page for information on how our class will proceed in the event of campus closings.

**Additional Note:** When we begin conferences, you are REQUIRED to attend your conference. If you miss, you will receive an automatic zero (0) grade on that paper.

**Dropping the Course.** If, during the course of the semester, you choose to drop this class, it is your responsibility to fill out the appropriate documentation and pursue the procedure for dropping a course. I cannot drop you from this course for any reason, so never assume that an instructor has dropped you if you simply refrain from attending class. Do assume that you will receive an F, as I must issue you a grade if you do not drop.

**Academic Dishonesty and Plagiarism.** 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, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22) You can get in trouble for plagiarism—even if you do not intend to cheat—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 handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

**Student Success Programs:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions 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.

**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 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new 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 accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Classroom Decorum.** I want to welcome you to another course in higher education. It is a privilege for me to be your instructor and it is a privilege for you to be enrolled at the university. I fully expect that you will conduct yourselves in an adult manner in the classroom and that you will take responsibility for your words and actions. Disruptions and personal business will not be tolerated, including the **ringing of cell phones. Cell phones must be turned OFF during class.** If your cell phone rings or if you text message during class, you will be asked to leave and you will be given zero credit for anything we do in class on that day. You are required to participate in all discussions and activities of the course in a thoughtful and engaged manner. Your reading and assignments, through careful reflection, should prepare you for participation. *This will not be a class of one or two voices. You all have something to say!*

I prefer a casual and fun atmosphere, however, that does not mean the course will be easy. I have very high standards and expectations. I am well aware that each of you have commitments beyond this English course, as I do. Part of being a successful student includes learning to balance all of those commitments. I prefer not to hear excuses for missed assignments or classes unless they relate to an emergency or critical situation.

#### **Disruptive Student Conduct**

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).

#### **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 Fall 2009, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at [www.uta.edu/owl/appointments](http://www.uta.edu/owl/appointments), 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.

**Syllabus and Schedule Changes.** I have tried to make this document as complete as possible. However, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. *I reserve the right to make such changes as they become necessary.* Once again, it is your responsibility to keep up with the class. If it is necessary to make any major revisions to this syllabus, I will hand out a printed version of the revised syllabus. Minor revisions will be made on a day-to-day basis, and it will be your responsibility to take note of these revisions or to contact a classmate, or myself, if you are absent.

## Course Schedule

### **Week 1:**

08/25 T Introduction to Course; Review Syllabus

08/27 TH Chapter 1—What is Argument?  
**Due: Read Chapter 1**

### **Week 2:**

09/01 T Chapter 2—Argument Style  
**Due: Read Chapter 2**

09/03 TH Chapter 3—The Rhetorical Situation [find article, examine Rhet. Sit.]; Assign Issue Proposal  
**Due: Read Chapter 3; Quiz on Chapters 1, 2, & 3**

### **Week 3:**

09/08 T Chapter 5—Toulmin Model  
**Due: Issue Proposal; Quiz Chapter 5**

09/10 TH Chapters 5 & 6—Toulmin Model continued; Claims; Assign Toulmin Analysis Project

### **Week 4:**

09/15 T Chapter 7—Types of Proof; Work in Toulmin Project groups  
**Due: Quiz Chapter 6-7**

09/17 TH Toulmin Project Workday—**No Class**

### **Week 5:**

09/22 T Toulmin Project Presentations;  
**Due: Toulmin Project Analysis**

09/24 TH Chapter 8—Fallacies and Ethical Argument; Assign Film Argument Essay  
**Due: Exploratory Paper; Quiz Chapter 8**

### **Week 6:**

09/29 T Begin Film (Film TBD); Discussion, Brief In-Class Writing

10/01 TH Film (cont.) Discussion, Brief In-Class Writing

### **Week 7:**

10/06 T Chapter 4—Reading, Thinking, and Writing about Issues; Assign Exploratory Paper and Annotated Bibliography.  
**Due: Film Argument Essay**

10/08 TH Chapter 9—Visual and Oral Argument  
**Due: Read Chapter 9 and bring a favorite music CD or DVD to analyze cover;**  
**Quiz Chapters 4 & 9**

**Week 8:**

10/13 T **Library Research Presentation (11am class meets in RH 212;  
12:30pm class meets in Central Library B20)**

10/15 TH Peer Critiques—Exploratory Papers: Bring three copies of your completed draft!  
**Due: Sign up in class for mandatory conferences next week!**

**Week 9:**

10/20 T Conferences

10/22 TH Conferences

**Due: Exploratory Papers and Part I of Annotated Bib**

**Week 10:**

10/27 T Chapter 11—Researched Position Paper: Purpose and Audience; Assign Researched Position Paper; In-Class Audience Analysis

10/29 TH Chapter 13—Researched Position Paper Workshop—Organizing, Writing, and Revising; MLA Workshop

**Due: Quiz on Chapters 11 & 13; Sign up for mandatory conferences beginning 11/05**

**Week 11:**

11/03 T Conferences

11/05 TH Conferences

**Week 12:**

11/10 T **Library Research and Writing Day—No Class**

11/12 TH Peer Critique Session (Draft 1); Bring three copies of your completed draft!

Due: Position Paper Rough Draft #1

**Week 13:**

11/17 T Peer Critique Session (Draft 2)

Due: Position Paper Rough Draft #2; Bring three copies of your completed draft!

11/19 TH **Discuss Group Presentation Assignments! In-Class Conferences**

**Week 14:**

11/24 T Thanksgiving Holiday

11/26 TH Thanksgiving Holiday

**Week 15:**

12/01 T Researched Position Paper Presentations

12/03 TH Researched Position Paper Presentations (cont.)

**Due: Researched Position Paper Projects/Part II of Annotated Bibliography**

Week 16: No Final Exam in this Class!!!

**Extra Credit Opportunities:** For each event attended/1-page paper written, you will receive one (1) point added to your final grade (maximum 3 points). List to come...