

English 1302
Argument: Reading, Writing, and Critical Thinking

Instructor: Vince Dannis

Course Information: Section 0**; T/R, * – **:** PM; PH ***

Office Hours: 519 Carlisle Hall, T and R, 3:30 – 4:30 PM; R, 11:20 AM – 12:20 PM (or by appointment)

e-mail: vdannis@uta.edu

Phone: 817-428-5467

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

Student Learning Outcomes: After successfully completing ENGL 1302, students should be able to:

Rhetorical Knowledge

- Analyze and identify 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

- Develop and use 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

- Develop and apply 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

Required Text:

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

A Writer's Reference by Diana Hacker or some other college writing handbook is suggested.

Major Assignments: From time to time, **quizzes** (both announced and unannounced) may be given to test students' understanding of the material and concepts taught in class. Major essay projects include a **Synthesis Paper** addressing three essays, an **Exploratory Paper** addressing three essays, and a **Researched Position Paper**. In preparation for these projects, several homework and in-class writing activities will be assigned.

Grades: Grades in First Year English 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 is 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 averages. 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.

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. All essay projects must be turned in with all drafts, peer-critiques, and any other materials for that project in a two-pocket folder. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.

Since we benefit most from the assistance of other readers (and that means that there must be other readers), **if you do not participate in the peer-critique session(s) for a paper**, a zero will be entered into your participation average for each peer-critique you miss. Revision and editing of both the Exploratory and the Position Papers will begin in the classroom with peer-critiques.

If you are absent and miss a scheduled activity or exercise, a zero for that activity will be entered into your participation average. If a separate grade is taken, you will not receive an opportunity to make up that grade, except by arrangement with Mr. Dannis.

Grade Weighting: Your final grade for this course will be calculated in the following manner:

Synthesis Paper addressing 3 essays	20%
Exploratory Paper addressing 3 essays	25%
Researched Position Paper	30%
Presentation of Position Paper	10%
Class Preparation & Participation	15%

Late Assignments: Papers are due at the beginning of class on the due date specified, unless the instructor has agreed to late submission *in advance of the due date*. Late papers will have ten points deducted from the grade for every class day that the paper is late. Papers more than four class days late will not be accepted. The Researched Position Paper will not be accepted late.

Re-write Policy: Re-writing is an important means for improving both the writing process and the final product. For this class, you will be allowed to re-write the Synthesis Paper addressing 3 essays, the Exploratory Paper addressing 3 essays, or both, if your grade on the paper is less than an A. However, if you choose to re-write either of these papers, that paper must be re-written within two weeks of the paper's return. The grade for the re-written paper will be averaged with the original grade. Therefore, the paper must be substantially improved for the paper's grade to be significantly increased.

Attendance Policy: Understanding what makes argument effective and improving writing are complex processes that require a great deal of explanation, practice, and feedback from others. Regular attendance is thus necessary for success in this course. Two weeks of unexcused absences (four absences in a T/R class) constitute grounds for lowering a student's course grade. Attendance will also be considered in calculating Class Participation. (Excused absences include announced or verified official university activities and illness with a physician's note.)

Drop Policy: If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines. For information on dropping, consult the department of your academic major (or the University Advising Center, if you have not declared a major).

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. You 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 Fall 2009, the Center's hours are 9 AM to 7 PM, Monday through Thursday; 9 AM to 4 PM, Friday; and 2 PM to 6 PM, Saturday and Sunday. You may schedule appointments online by following the directions provided at <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 you to use the Center's services to assist you in this class (or any of your other courses), no matter what your writing level is. Please be aware, however, that tutoring sessions do take time, so seek their assistance well before essay due dates.

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 it 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, or 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 into 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, or how your reader can find those sources. Read your handbook for more information on quoting and on citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

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 of Operating Procedures, Ch. 2-202).

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 letter and the spirit 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.

E-Culture Policy: The University of Texas at Arlington has adopted the University e-mail address as an official means of communication with students. Through the use of e-mail, UT-Arlington is able to provide students with relevant and timely information designed to facilitate student success. In particular, important information regarding registration, financial aid, payment of bills, and graduation may be sent to students through e-mail. All students are assigned an e-mail account, and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their e-mail accounts 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their e-mail regularly.

Tentative Course Schedule

- T, 8-25
- 1) Overview of course
 - 2) Establish minimum requirements for effectively communicating ideas.
 - 3) Diagnostic Writing Sample
 - 4) **to read the table of contents for "The Reader," pp. xv – xix of *Perspectives on Argument (PoA)*, and to begin thinking about which of the issues in "The Reader" might connect with an issue that interests you.**

- R, 8-27
- 1) Clarify the process of choosing an issue to examine this semester.
(Even if they are only indirectly connected to the issue you wish to investigate this semester, you must also choose three essays from "The Reader" as the focus of the Synthesis Paper. See "Student Paper #1," pp. 277 -- 9 for an idea of what a synthesis of ideas might look like.)
 - 2) Review the elements of a Synthesis Paper: introduction, summaries and analyses of other texts, response, and conclusion. (The elements are described in the handout, "Criteria for a Synthesis Essay." The first summary should be completed by T, 9-8.)
 - 3) to read pp. 2 – 15 of *Perspectives on Argument* (PoA), defining argument
 - 4) to also read pp. 16 – 22, engaging with issues
- T, 9-1
- 1) Discuss types of argument and possible outcomes.
 - 2) Clarify the issue of "issues."
 - 3) Review the guidelines for "Writing a One-Page Issue Proposal," pp. 30 – 2; to write a Proposal to be due R, 9-3. (Refer to the example. You are not asked to include any information or views from other sources.)
 - 4) to read pp. 72 – 5 and pp. 77 -- 86 (PoA), "the "Rhetorical Situation"
- R, 9-3
- 1) Issue Proposal due**
 - 2) Discuss the "Rhetorical Situation."
 - 3) to review MLA documentation style [only scan pp. 431 – 45 (PoA)]
- T, 9-8
- 1) Review the guidelines for the Synthesis Paper. (Again, you must choose 3 essays from "The Reader" that may apply to the issue that you have chosen to study and write a Summary – Analysis – Response for each of the three essays. (The completed Synthesis Paper is due T, 9-22.)
 - 2) Check the first summary for the Synthesis Paper
 - 3) Discuss MLA documentation style.
 - 4) to read pp. 150 -- 61 (PoA), the introduction, "Claim," and "Support"
- R, 9-10
- 1) Review and discuss the Toulmin Model, "Claim," and "Support"
 - 2) to read pp. 161 – 7 (PoA), "Warrants" and the last 3 parts of the Toulmin Model (and review pp. 150 – 61 as necessary)
- T, 9-15
- 1) Complete review and discussion of the Toulmin Model.
 - 2) Check the second summary for the Synthesis Paper
 - 3) Group Work and Class Discussion
 - 4) to read pp. 180 – 9 (PoA), the first 3 Types of Claims (You must also carefully read and think about the example essays!)
- R, 9-17
- 1) Review and discuss the first 3 Types of Claims.
 - 2) to read pp. 190 – 200 (PoA), the last 2 Types of Claims and "Real Life" applications
- T, 9-22
- 1) Synthesis Paper due**
 - 2) Complete review and discussion of the Types of Claims.
 - 3) to read the essay "Bringing Up Adolescents," pp. 211 -- 3 (PoA), and consider answers for the discussion questions, p. 213
- R, 9-24
- 1) Review the guidelines for an "Exploratory Paper", pp. 127 -- 30. From the databases you will learn about at the library, you must select 3 articles/essays that apply to the issue you have chosen to study. Use these selections as the perspectives for an Exploratory Paper.
(The first draft is to be due R, 10-22.)
NOTE: In your Exploratory Paper, you must use parenthetical references at least once for each of your sources (preferably a quotation). See pp. 418 – 21 (PoA), "Incorporating Research into Your First Draft," for suggestions.
 - 2) Analysis of the claims in "Bringing Up Adolescents."
 - 3) to read pp. 98 – 106 (PoA), "Reading, Thinking, and Writing"
- T, 9-29
- 1) Answer potential questions about the Exploratory Paper.
 - 2) Review and discuss "Reading, Thinking, and Writing"
- R, 10-1
- 1) to the Central Library for a lesson on Subscription Databases and Controversial Issues**
 - 2) For T, 10-6: to read pp. 219 – 35 (PoA), chapter introduction and Logical Proof

- T, 10-6 Review and discuss the introduction to "Proof" and Logical Proof.
- R, 10-8 **1) to the Central Library for a lesson on Evaluating Sources**
 2) For T, 10-13: to read pp. 235 – 45 (PoA), Ethos, Pathos, and "Language & Style"
- T, 10-13 1) Discuss Ethos, Pathos, "Language & Style"
 2) As preparation for next class, to review "Types of Claims," pp. 180 – 200 (PoA), and "Types of Proof," pp. 219 – 39
- R, 10-15 Quiz (Open Book): Analyze an assigned essay and determine the essentials of its argument (to identify the claim, the type of claim, the support, the type of proof utilized in the argument, the warrant presented in the argument, and to determine what the arguer values)
- T, 10-20 Grade the Quiz (Objective: to apply our knowledge, judge responses, and modify our understanding)
- R, 10-22 **Exploratory Paper, first draft due (typed) [Peer-Critique]** (Revised Draft due T, 11-3)
- T, 10-27 Set up groups, read and analyze arguments of gender, nationality, and cultural background.
- R, 10-29 Reports of group findings regarding background and argument
- T, 11-3 **1) Revised Exploratory Paper due**
 2) Review expectations for the Researched Position Paper.
 NOTE: You must incorporate at least five sources into your paper, and each must have at least one parenthetical reference.
 3) Review "Organizational Patterns," pp. 408 -- 13 (PoA).
 4) to apply the guidelines of Worksheet 10, p. 407 (PoA), "Proofs and Language Development," in order to plan additional proofs for your Position Paper (List your responses in preparation for Peer-Critique.)
- R, 11-5 1) In teams, evaluate additional proofs for Position Papers [Peer-Critique]
 2) to follow the instructions for Outlining and Cross-Referencing Notes, pp. 415 – 7 (PoA), and to create an outline of your Position Paper (including "Notes" from your sources, in whatever form you choose) The Outline is due T, 11-10. The first draft is due T, 11-17.
- T, 11-10 **1) Position Paper Outline due [Peer-Critique]** (First Draft due T, 11-17)
 2) to review the instructions for "Incorporating Research into Your First Draft," pp. 418 – 21 (PoA), and write a draft (The Position Paper must be ready for review by peer-critique on T, 11-17.)
 3) Answer potential questions about the Researched Position Paper
- R, 11-12 Share and discuss Grammar and Format Concerns
- T, 11-17 **1) Position Paper due [Peer-Critique]** (Revised Draft due R, 11-19)
 2) to read pp. 315 – 24 (PoA), Rogerian Argument
- R, 11-19 **1) Revised Position Paper due**
 2) Schedule the oral presentations of Position Papers
 (Use the guidelines of Exercise B, pp. 426 – 7 (PoA), to create an oral presentation of your Position Paper. Omit steps 5 and 7.)
 3) Discuss Rogerian Argument.
- T, 11-24 Begin presentations of Position Papers.
- R, 11-26: Thanksgiving Holiday
- T, 12-1 and R, 12-3 – Continue presentations of Position Papers