

## English 1302. Argument: Reading, Writing, and Critical Thinking

**Instructor:** Nathan Gale

ENGL 1302.018

ENGL 1302.019

Tuesday and Thursday:

8:00 a.m. – 9:20 a.m.;

Preston Hall 102

9:30 a.m. – 10:50 a.m.

Trimble Hall 03

Office/Hours: Carlisle 525;

T 11:00 a.m. – 12:15, Th 11:00 – 12:15

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**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 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, but are not limited to, scholarly argument. Special emphasis is placed on research and proper MLA formatting.

### Student Learning Outcomes.

#### 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

### Required Text.

Textbook and Reader: Wood, *Perspectives on Argument*, 6<sup>th</sup> Edition

### Suggested Text.

Handbook: Hacker, *A Writer's Reference*

### Brief Descriptions of Major Assignments.

There will be four major assignments for this class:

1. *An Annotated Bibliography*. This paper is designed to help students begin their research on a topic of their choice taken from the Reader in Wood. Students are required to find eight (8) outside journal articles, correctly cite them using MLA style formatting, and provide a brief annotation.
2. *An Exploratory Paper*. This paper will require students to find and analyze an additional two (2) outside 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 5-7 double-spaced page paper that discusses at least three specific views or positions on the topic the student has chosen.

3. A 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 two additional 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. Along with this paper, students are required to submit a Toulmin diagram that is filled out using their own argument, and they must present a one page reflective paper in front of the class on the day that the paper is due.
4. A Visual Argument: After students are divided into groups, each group will have to sketch out an advertisement using Wood's eight features of visual argument. This argument will revolve around a prompt presented to you in class. After each group has turned in their visual arguments, the class will discuss and analyze them according to the aforementioned features of visual argument. Each group will submit, along with their advertisement, a 3-4 page paper describing their group's visual argument – that is, how and which features of a visual argument they used, their major claim, and any warrants, backing, and support they used, as well.

**Grades.** 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.

**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 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.

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

Annotated Bibliography	15 points
Exploratory Paper	20 pts.
Visual Argument	15 pts.
Researched Position Paper	30 pts.
Quizzes and In-class assignments	10 pts.
Film Review	5 pts.
Class Participation and Attendance	5 pts.
TOTAL POINTS	100 pts.

**Late Assignments.** Papers are due at the beginning of class on the due date specified. Late papers will be penalized 3 points per day (including weekends), unless the instructor has agreed to late submission *in advance of the due date*. I do NOT accept any digital copies of ANY assignment. The computer lab in Ransom Hall (right across from PH on the bottom or ground floor) is open 24 hours a day, even on weekends. Therefore, personal printer problems will not be accepted as a valid excuse for a late assignment.

**Re-write Policy.** You will be allowed to re-write the Annotated Bibliography and the Exploratory 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.

**Note:** Please be advised that it is your responsibility to retain all of your assignments until after you have received your final grade.

**Attendance Policy.** Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in this course. More than two weeks of absences (four (4) absences in a TR course) constitute grounds for lowering a student's course grade. Attendance includes class participation (e.g., adding meaningful content to class discussion, not talking, texting, sleeping, or any other distracting behavior during the time class is in session, etc.). The instructor reserves the right to deduct points from your Attendance grade should he feel you have not sufficiently participated during the course of the semester; however, no more than three points will be deducted over the course of a semester on account of class participation.

**Drop Policy.** If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines.

**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, 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.

**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, Series 50101, Section 2.2) 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.

**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).

**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 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](http://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 email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 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 email regularly.

**MavSpace.** Most (if not all) of the prompts for the major assignments will be posted to the instructor's MavSpace page around the same time they are assigned in class. In order to access these prompts students must first sign in to MavSpace by going to <https://mavspace.uta.edu> and then go to the following URL: <https://mavspace.uta.edu/nag0955> and double-click on the 1302 folder. Please be aware that most of the assignments will be posted as Word (or .doc) files or PDFs, so students will need to have Microsoft Word or Open Office and Adobe Acrobat Reader installed in order to correctly view these files. The inability to view these files is no excuse for not turning in an assignment. Please e-mail me at [ngale@uta.edu](mailto:ngale@uta.edu) well before class if you have trouble viewing any material on MavSpace.

**Course Schedule.** Assignments are due at the beginning of class on the day they are listed. This syllabus is tentative and may be subject to change.

**Week 1**                    **Introductions / What is an Argument?**

Aug. 25                    Introductions, Syllabus, Diagnostic  
**In-Class:**                Fill Out "Get to Know You" Sheets;  
**Homework:**              Read Chapter 1

Aug. 27                    **Bring Textbook;** Chapter 1: What is an argument?  
**In-Class:**                **Quiz 1;** Identifying the Parts of Argument;  
**Homework:**              Read Tannen, Chapter 1 of *The Argument Culture* Handout; Find 1 example of an argument in a magazine, online, or in print and write a one page paper describing what you see is the argument and how the argument is made.

**Week 2**                    **The Rhetorical Situation**

Sept. 1                    Handout - Tannen, Chapter 1 of *The Argument Culture*  
**In-Class:**                Read one page papers aloud; Class Discussion of Argument Rhetoric  
**Homework:**              Read Chapter 3

Sept. 3                    Chapter 3: The Rhetorical Situation: Understanding Audience, and Context.  
**In-Class:**                **Quiz 2;** T.R.A.C.E. exercise  
**Homework:**              Read Chapter 11; Write a typed paragraph with an issue proposal to turn into me next class

**Week 3**                    **Issues and Sources**

Sept. 8                    Chapter 11: The Research Paper: Research and Invention  
**In-Class:**                **Quiz 3; Issue Proposals due;** MLA Workshop  
**Homework:**              Begin researching proposed issue;

Sept. 11                    Chapter 11: The Research Paper: Research and Invention  
**In-Class:**                **Meet in Basement of Library Room B20**  
**Homework:**              Work on Annotated Bibliography; Read B&B's "Writing an Analysis of an Argument" Handout

**Week 4**                    **Exploratory Paper**

Sept. 15                    Handout B&B's "Writing an Analysis of an Argument"  
**In-Class:**                Source Evaluations Exercise (B&B p 102)  
**Homework:**              Finish Annotated Bibliography; Read Chapter 4

Sept. 17                    Chapter 4  
**In-Class:**                **Annotated Bibliography Due;** Mapping, Freewriting, and Other Invention Exercises  
**Homework:**              Read Slattery's "The Argumentative, Multiple-Source Paper: College Students Reading, Thinking, and Writing about Divergent Points of View" Handout

**Week 5**                    **Points of View**

Sept. 22                    Handout Slattery's "The Argumentative, Multiple-Source Paper: College Students Reading, Thinking, and Writing about Divergent Points of View" Handout  
**In-Class:**                Brainstorming Exercise; Mapping Out the Points of View on My Topic  
**Homework:**              Finish Rough Draft of Exploratory Paper

Sept. 24                    Plagiarism: What it is and how to avoid it.  
**In-Class:**                **Library Instruction Day: Plagiarism**  
**Homework:**              Finish RD of Exploratory Paper

**Week 6**      **Exploratory Peer Review / Toulmin**

Sept. 29      Rough Draft Due  
**In-Class:**      Exploratory Paper Peer Review  
**Homework:**      Finish Exploratory Paper

Oct. 1      Chapter 5: The Essential Parts of An Argument: The Toulmin Model  
**In-Class:**      **Quiz 4;** Working with the Toulmin Model  
**Homework:**      Finish Exploratory Paper; Read Jacoby's "A First Amendment Junkie" (B&B)

**Week 7**      **Claims, Warrants, and Support**

Oct. 6      Jacoby's "A First Amendment Junkie" (B&B)  
**In-Class:**      **Exploratory Paper Due;** Toulmin in Action  
**Homework:**      Read Chapter 6

Oct. 8      Chapter 6: The Types of Claims  
**In-Class:**      **Quiz 5;** Claims Exercise  
**Homework:**      Read Chapter 7

**Week 8**      **Proofs and Fallacies**

Oct. 13      Chapter 7: Types of Proof  
**In-Class:**      **Quiz 6;** Identifying the Different Proofs Exercise  
**Homework:**      Read Chapter 8

Oct. 15      Chapter 8: The Fallacies or Pseudoproofs  
**In-Class:**      **Quiz 7;** Fallacies Exercise  
**Homework:**      Read Chapter 11-12

**Week 9**      **The Researched Position Paper**

Oct. 20      Chapters 11-12  
**In-Class:**      Invention Worksheet; Claim development  
**Homework:**      Read Chapter 13

Oct. 22      Chapter 13: The Research Paper: Organizing, Writing, and Revising  
**In-Class:**      Rewrite/Revision Exercise  
**Homework:**      Work on Researched Position Paper

**Week 10**      **Researched Position Paper Peer Reviews**

Oct. 27      Chapters 11-13  
**In-Class:**      Peer Review  
**Homework:**      Revise RPP; Review Chapters 11-13

Oct. 29      Chapter 11-13: The Research Paper: Organizing, Writing, and Revising  
**In-Class:**      Peer Review  
**Homework:**      In-class assignment: Review Chapters 11-13

**Week 11**      **Research Paper End / Argument Through Film**

Nov. 3      Chapter 11-13  
**In-Class:**      Reflections read aloud  
**Homework:**      **Final Researched Position Paper DUE;**

Nov. 5      *Memento*  
**In-Class:**      Watch *Memento*  
**Homework:**      Read Deren's "Cinematography: The Creative Use of Reality" Handout

**Week 13**      **Argument Through Film**

Nov. 10      Handout – Deren's Cinematography: The Creative Use of Reality"  
**In-Class:**      Watch *Memento*  
**Homework:**      Read Sternberg's "Piecing Together a Puzzling World" – MavSpace Handout

Nov. 12      Handout – Sternberg's "Piecing Together a Puzzling World"  
**In-Class:**      Finish *Memento*; How to Write a Film Review

**Homework:** Write Your Own Film Review

**Week 14 Visual and Oral Argument**

Nov. 17

**In-Class:** **Film Review Due;** Read Film Reviews aloud

**Homework:** Read Chapter **09**

Nov. 19 Chapter **09:** Visual and Oral Argument

**In-Class:** **Quiz 8;** Advertisement Assignment

**Homework:** Brainstorm Ideas with Group via E-mail

**Week 15 Visual and Oral Argument (Continued)**

Nov. 24 Chapter **09:** Visual and Oral Argument

**In-Class:** Group Work: Drawing a Persuasive Advertisement

**Homework:** Work on Group Projects

Nov 26 No Class – Thanksgiving

**In-Class:** No Class – Thanksgiving

**Homework:** In-class assignment: Group Work: Drawing a Persuasive Advertisement

**Week 16 Presentations and the END**

Dec. 1

**Presentations and Peer Reviews**

**In-Class:** **Presentations and Peer Reviews**

**Homework:** In-class assignment: Persuasive Advertisement Presentations and Reviews

Dec. 3

**Presentations and Peer Reviews**

**In-Class:** **Presentations, Peer Reviews, and Evaluations**

**Homework:** In-class assignment: Persuasive Advertisement Presentations and Reviews; End Discussion