

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

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Why We Are Here:

"... A work of rhetoric is pragmatic; it comes into existence for the sake of something beyond itself; it functions ultimately to produce action or change in the world; it performs some task: In short, rhetoric is a mode of altering reality... through the mediation of thought and action." ~Lloyd Bitzer

Course Description. This course continues to develop skills learned in English 1301, but with a special emphasis on reading, writing, and critical thinking as related to argument, including but not limited to scholarly argument. As in English 1301, students will read texts and write essays through a process of several drafts. The course introduces students to various intellectual conversations, a variety of texts and contexts, and a variety of perspectives. Students will be required to "listen" respectfully in order to understand perspectives different from their own in preparation for developing and expressing well-organized and supported arguments of their own. An introduction to argument theories will support this process of critical reception, analysis, and composition, including analytical models and modes of reasoning, proof, and appeal. Using class readings and independent library research, students will compose a variety of texts (perhaps using visual elements to enhance their written arguments) and learn to construct effective arguments showing a sophisticated awareness of context and audience.

This course will focus on sustainability in concordance with this year's OneBook theme, which will require you to think critically about multiple points of view. There is also a required blogging component through which you will engage in active academic conversations with classmates outside the classroom, demonstrating that you have learned effective rhetorical strategies. In respect of the sustainability theme, this class will attempt to minimize paper consumption as often as possible, therefore, essays and projects will be submitted electronically. This course will also include a required service learning component: we will be partnered with a senior English class at Lamar High School. Together we will discuss issues, develop rhetorical analysis strategies, and engage in peer review of each other's work. Reflection and self-awareness is a valuable component of authentic learning. To that end you will be asked routinely to submit thoughtful critical reflections of your own progress in this course.

Required Texts.

- Rhetoric: Lunsford et. al., *Everything's an Argument*, 4th Edition
- Reader: McKibben, *Deep Economy: The Wealth of Communities and the Durable Future*
- Handbook: Hacker, *A Writer's Reference*, Custom UTA Edition
- Internet access. Active UTA e-mail account.
- MavSpace access. (*Requires active NetID*) Spiral notebook.

Recommended Texts:

- Graff & Birkenstein, *They Say / I Say*

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

Description of Major Assignments.

Class Participation is an intricate part of this course. Students are graded daily on class participation, which includes in-class writing, making thoughtful contributions in response to the reading, asking and answering questions, and presenting a general attitude of interest in the course content.

Once during the semester you will act as **Blog Discussion Leader**, which consists of writing an essay length blog post as well as planning, preparing notes for, and leading a blog discussion of a current sustainability issue. You will also be responsible for responding to other students' posts several times during the semester. Keeping up with the blog on a weekly basis is strongly encouraged.

Everyone is asked to deeply consider course readings by writing 5 journals, **Summary-Analysis-Responses (SARs)**.

The **Group Project** will require you to collaborate with a group to evaluate and create advertisements. The **Service Learning Component** is in essence another collaborative project. You will work in tandem with your high school partner, act as a peer review mentor for him or her, and write a reflection on the experience.

Major essay projects include the **TAPMaPEssay** and the **Research Project**. The Research Project is made up of several smaller assignments including: Topic Proposal, Annotated Bibliography, Researched Position Paper, Persuasive Visual Argument, and a Reflective Rhetorical Analysis of your own work. In preparation for these projects, several homework and in-class writing activities will be assigned.

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

Class Participation	175 points	Service Learning Component	100 points
SARs (5 @ 25 pts ea.)	125 points	Blog Journals (Blog 1& 8)	70 points
TAPMaPEssay*	100 points	Weekly Blog Participation (2 @ 15 pts ea.)	30 points
Research Project *	250 points	Individual Conference + Reflection	50 points
Blog Discussion Leader*	100 points	TOTAL =	1000 points

Grades. 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 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. If you receive a Z you will not get credit for the course, but the Z grade will not affect your grade point average. You may repeat the course for credit until you 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 electronically, including all drafts, peer review sheets, and other materials for that project. You may also be asked to submit paper copies of some aspects of an assignment. **Keep all work** until you receive your final grade from the university. You cannot challenge a grade without evidence.

You must accrue 700 total points to pass this class. All work is evaluated according to the following criteria:

- 90-100% - "A" work is excellent work that fulfills assignment criteria with exceptional skill, quality, style, persuasiveness, or sophistication;
- 80-89% - "B" work is good work that meets assignment criteria;
- 70-79% - "C" work is acceptable work that meets assignment criteria but contains notable flaws you should have remedied in planning, drafting, revising, or conferring with your instructor;
- <70% - "Z" complete work that has numerous severe flaws or does not meet assignment criteria; "F" is incomplete or unsatisfactory due to negligence or dishonesty.

Students must earn a "C" or higher on all major essay assignments in order to pass this class (*marked w/ * above*).

Workshop. We will hold three peer workshops in this class. To prepare for workshop days you must submit a complete draft of your writing to share with your group and comments for each member of your group. We will work

in groups of two to four. Workshop is a tool to improve writing. It allows you to view your writing from the reader's perspective and to help others improve their work. A great deal of preparation goes into Workshop activities. **Do not miss Workshop.** Participation in Workshop earns up to twenty points if you act responsibly toward your peers by offering genuine constructive criticism and work with peers to improve your own work. Missing Workshop will result in the loss of those points as well as points for out of class work due that day and several process points in your essay grade. **In other words, you could lose up to ½ a letter grade if you choose to miss Workshop.**

Individual Conference. We will schedule a face-to-face conference this semester at mid-term. This will be your opportunity to discuss your progress in class and your work in greater detail. You must come prepared to participate in an active discussion about your work. I will ask you to submit a 1-2 page reflection on this experience. We will also hold two e-mail conferences during the term.

Attendance Policy. Improvement in writing is a complex process that requires a great deal of discussion of ideas, ongoing practice, and feedback from readers. Regular attendance is thus necessary for success in this course. I feel that missing more than a week of class is unacceptable. I will allow three free absences – **use them wisely.** If you miss class entirely, show up unprepared for the day's activities, arrive more than 20 minutes late, or leave more than 20 minutes early, you will be marked absent and earn no credit for that day's assignment or participation grade. It is your responsibility to find out what was missed and catch up **before** the next class by contacting a classmate.

- You are responsible for signing the attendance log each class period. No signature means you were not in class, period.
- More than three absences will result in the loss of 100 points (one full letter grade) per occurrence. Consequently, a student with five absences will not be able to earn a grade higher than a "C." A student with six or more absences will not pass this course.
- **There is no such thing as an "excused" absence.** However, consideration will be given to those who plan ahead and make immediate efforts to make up for missed work. Use your freebies wisely – hangovers and car problems count equally, as do doctor appointments, trips home, sick days, sleeping through the alarm, incarceration, traffic, work schedules, family emergencies, and so on.
- On a few occasions we will hold class entirely online. If you fail to appear or arrive late, the same rules apply, just like face to face meetings. Similarly, if we meet anywhere other than the regular classroom or schedule individual conferences in lieu of class, the attendance policy is in effect.
- 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 blog for information on how our class will proceed in the event of campus closings.
- A tardy is defined as arriving after class begins (11:00 am or 2:00 pm sharp). 11:01 is tardy. You get four freebies. After that, every late arrival will deduct 20 points from your final point tally.

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

Revision Policy. Revision is an important means for improving both the writing process and the final product. You will revise most essays via in-class and out-of-class activities *prior to turning them in* for grading. A revised paper must demonstrate significant changes in global issues (focus, organization, or development) to be considered a revision. Small editorial changes, although necessary, do not constitute a revision. Failure to revise papers between drafts will result in a "Z" or "F" grade for that assignment at my discretion. All drafts must be turned in on time.

In addition, you have the option of re-writing two essays again after grading to improve your score. The TAPMaP and the Blog Essay (part of Blog Discussion Leader Project) are best suited for this revision and are the only two available for this option

Grammar and Error. The grammar work in this class will occur in the context of your own writing. Therefore, I expect you to use your grammar handbook on your own when you are unsure of what is and is not "good grammar." It is always a good idea to get a peer to proof your paper before handing it in. College level work requires mastery of the conventions of the English language.

Format. All formal writings are to be double-spaced, regular Times New Roman font (not bolded and not italicized), size 12, 1" margins (Standard MLA Format). Papers should be titled and stapled (paper copies) every time. I have been a student in the computer age for a long time and have used many of the tricks myself. I will be able to tell if you adjust margins or spacing to fill the page requirement. In my opinion, stretching your work amounts to stretching the truth and will be treated as such. Failing to use the appropriate format will likely result in a lower essay grade.

The Writing Center. The Writing Center, Room 411 in the Central Library, provides assistance to UTA students with any writing assignments they might have. During Spring 2008, the center's 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. Appointments can be scheduled by calling the center at 817-272-2601 or by stopping by the center's receptionist desk. Drop-ins are taken on a first-come, first-served basis. 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. 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 learn how to solve grammatical and organizational problems. I highly recommend using the

Center's services to assist you in this class (or any of your other courses), regardless of your writing level. Please be aware that tutoring sessions do take time, so be sure to allow sufficient time to complete a tutoring session and incorporate appropriate suggestions to your essay before it is due.

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.

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. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

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).

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. 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.

I will contact you frequently at your UTA e-mail address. It is your responsibility to check your e-mail and respond. "But I didn't get it..." will not be a sufficient excuse for missed work or notices.

I check my own e-mail regularly, at least once per day. However, I will not always check it after 6 pm or before 10am any day of the week. That means if you e-mail me at midnight the night before a paper is due, chances are very good that I either won't get it before class or that it will be too late for you to get the help you need. Be smart, plan ahead, and assume I have a life away from my computer.

We have a class blog at <http://reivisionary.edublogs.org>. We will use this blog regularly for discussions and frequently for updates and announcements. On occasion, we will also use the blog in lieu of meeting in the classroom. There will be specific blogging assignments during the semester as well. . It would also be a good spot to solicit help or materials from classmates.

MavSpace will function as the classroom library and in-box: if at any point you lose this syllabus, an assignment sheet, or any other class material, check there first. Also, this is where you will submit most assignments and collect others for peer review. Use electronic tools responsibly and often.

Cell Phones and MP3 Players. Hopefully this goes without saying as we are all adults paying for education. Our class time is limited and therefore valuable. We can not afford interruptions and distractions due to inconsiderate

behavior. I expect every student to come to class ready to participate fully. Please be respectful of yourself and others: **Turn off cell phones and MP3 players before class starts.**

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.

Last Word. I am here to help you learn. If at any time you have a problem with an assignment, a question, or just want to chat, please drop by during my extensive office hours, e-mail me, or schedule an appointment. I want this class to be a positive and valuable experience for you, but I can't help if I don't know what's going on. When in doubt, just ask! (Chances are I've heard much weirder questions before ☺).

Notes about Assignment Schedule:

- Assignments are due the day they appear on the syllabus. Remember that minor assignments are never accepted late for credit.
- EA = *Everything's an Argument*, 4th Edition, by Lunsford, Ruskiewicz, and Walters This textbook provides you with valuable information about how to write effective, well-supported arguments. I won't always assign the entire chapter, so pay attention to page numbers where included.
- DE = *Deep Economy*, by McKibben. This is non-fiction book on the subject of a sustainable future. There are countless ideas for independent research contained within, and it is in itself a strong example of an extended researched argument.
- TSIS = *They Say / I Say*, by Graff & Birkenstein. This text is available in the bookstore if you wish to purchase it, or you may have kept it from ENGL 1301. Required readings will also be in our course reserve.
- CR = Course Reserve – many of the readings for this class are electronic, available for download from our course reserve on MavSpace. You may download and print these items at your convenience.
- BDL = Blog Discussion Leader. There is a sign-up sheet where you select the week you will lead the online discussion. Your posting is due Sunday before class to allow peers enough time to respond. You are responsible for checking in on the blog throughout your assigned week. You will also be assigned to a blog participation group, A, B or C. Check the calendar and make sure you participate on assigned blogs.
- SAR = Summary Analysis Response. There are 8 of these on the calendar. You choose 5 (or more) to submit.
- I reserve the right to change the syllabus or adjust the pace of the course as necessary to meet the needs of our class.
- Although English 1302 does not have a final exam, I reserve the right to hold class during our final exam period.

Weekly Schedule

DATE	Homework Due	Reading Due	In Class
Week 1			
Tues 8/25	Purchase Textbooks		Intro to Syllabus & Consumerism The Story of Stuff Consumer Journal Assignment
Thurs 8/27	Register as a user at http://edublogs.org Go to https://mavspace.uta.edu/ljacobs/ENGL1302/ to view Course Reserve	EA Ch. 1 DE Intro Review syllabus and sign contract	Everything's an Argument Paradigms More vs. Better Blogging Assignment
Week 2			
Tues 9/1		EA Ch. 2 TSIS Intro (CR)	Pathos Academic Discourse Assign TAPMaP Essay MavSpace How-To
Thurs 9/3		EA Ch. 3 Marx & Engels (CR)	Ethos Big "C" vs. Little "c" Blog Sign-up
Fri 9/4	Blog 1: Consumer Journal Reflections due noon Friday; see group assignments on blog		
Week 3			
Tues 9/8	SAR #1 Due: See Blog for question	EA Ch. 4 Smith (CR)	Logos American Dream??
Wed 9/9	****Census Date****		
Thurs 9/10		EA Ch. 5 CR - TBA	Analyzing Arguments TAPMaP Practice Blog Prep
***** E-mail Conferences ***** First Extra Credit Opportunity: Optional Meet and Greet at Lamar High: Date TBA			

DATE	Homework Due	Reading Due	In Class
Week 4			
Sun 9/13	Blog 2: "After Growth" - BDL posts due by Midnight Sunday. Group A		
Tues 9/15	SAR #2	DE 5-30	Class Discussion / Debate: After

			TAPMaP selection	Growth TAPMaP Practice
	Thurs 9/17	TAPMaP Draft	CR - TBA EA Ch. 18	Workshop Academic Integrity
Week 5	Sun 9/20	Blog 3: "Happiness" - BDL posts due by Midnight Sunday. Group B		
	Tues 9/22	SAR #3	DE 30-46 EA Ch. 7, pp. 174-202	Class Discussion / Debate: Happiness Arguments of Fact
	Thurs 9/24	TAPMaP Final	CR - TBA	Service Learning Project: Peer Review Prep Procedure Instructions
Week 6	Sun 9/27	Blog 4: "Year of Eating Locally" - BDL posts due by Midnight Sunday. Group C		
	Tues 9/29	SAR #4	DE 46-61 EA Ch. 6	Class Discussion / Debate: Eating Locally Toulmin
	Thurs 10/1	Service Learning Reflection Due	DE 61-94	Class Discussion / Debate: Eating Locally Research Project Assignment Brainstorm Topics
Week 7	Sun 10/4	Blog 5: "All for One, One for All" - BDL posts due by Midnight Sunday. Group A		
	Tues 10/6	SAR #5	DE 95-128	Class Discussion / Debate: All for One Toulmin Project
	Thurs 10/8		EA Ch. 8 (217-241) CR - TBA	Arguments of Definition Toulmin Project, cont.
Week 8	Sun 10/12	Blog 6: "Wealth of Communities" - BDL posts due by Midnight Sunday. Group B		
	Tues 10/13	SAR #6	DE 129-162 EA Ch. 9 (251-275)	Class Discussion / Debate: Wealth of Communities Arguments of Evaluation
	Thurs 10/15		DE 162-176 EA Ch. 10 (285-314)	Class Discussion / Debate: Wealth of Communities Causal Arguments
Week 9	Sun 10/18	Blog 7: "Durable Future" - BDL posts due by Midnight Sunday. Group C		
	Tues 10/20	SAR #7	DE 177-198 EA Ch. 17	Class Discussion/Debate: Durable Future Fallacious Reasoning Conference Sign-ups
	Thurs 10/22	Topic Proposal Due	DE 198-252	Class Discussion/Debate: Durable Future Fallacy Scavenger Hunt Annotated Bibliography Examples
	DATE	Homework Due	Reading Due	In Class
Week 10	***** CONFERENCES *****			
	Tues 10/27	LIBRARY DAY, part 1	EA Ch. 16	Evidence **Class meets in B-20 of Central Library**
	Thurs 10/29	LIBRARY DAY, part 2	EA Ch. 19	Evaluating Sources **Class meets in B-20 of Central Library**
	Fri 10/30	*****LAST DAY TO DROP *****		
Week 11	Tues 11/3	Fallacy Scavenger Hunt Due	EA Ch. 11 (327-366) CR – TSIS Ch. __	Proposals Fallacy Scavenger Hunt Awards So What? Who Cares?
	Thurs 11/5	Annotated Bib Due Thesis Roughs		Thesis Gallery Personal Project Workshop

	DATE	Homework Due	Reading Due	In Class
Week 12	Tues 11/10		EA Ch. 12	Style in Argument ILPC Sign-up Sheet

				Class meets online
	Thurs 11/12		EA Ch. 13 CR – Selected episodes of Daily Show or Colbert Report	Humor in Argument **Class meets online**
	Fri 11/13	Blog 8: Personal Research Reports due noon Friday; see group assignments on blog		
Week 13	Tues 11/17		EA Ch. 14 CR - examples of Visual Argument	Visual Argument Finding Common Ground
	Thurs 11/19	Researched Position Paper Draft Due	EA Ch. 15 CR - examples of presentations	Presentations/ Slides / Movies Research Project: Revising, Polishing & Fact-Checking
Week 14	Tues 11/24	Peer Letters for Workshop	Peer Essays for Workshop	ILPC Workshop Last Minute Panic Attack **Meet w/Workshop Group at <hr/> - No regular class meeting**
	Thurs 11/26	****Thanksgiving Break****		
Week 15	Tues 12/1	Researched Position Paper Due All Re-Writes due		Lab Day ***Class meets in computer lab, PH 310***
	Thurs 12/3			Lab Day ***Class meets in computer lab, PH 310***
Finals Week	Time and Date TBA	Persuasive Visual Argument Due Reflective Rhetorical Analysis Due		Gallery, Snacks, & Presentations – Test your material. Please make sure everything is working and properly assembled before coming to class.

Contract:

I, _____, agree to the terms detailed in the syllabus for English 1302 and will abide by its policies. I understand that failing to adhere to course policies will have a negative effect on my course grade, and possibly result in earning a failing grade.

Signature