

## Course Syllabus

### English 1302

#### Argument: Reading, Writing, and Critical Thinking

Fall 2009

Instructor: Mr. Jeff King

Office Hours: MWF 8:30-9:50, or by appt.; Room Carlisle 607

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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 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 situations
- 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 Texts

- Wood, *Perspectives on Argument*, 6<sup>th</sup> Edition,
- Hacker, *A Writer's Reference* (2009 MLA Edition)

#### Course Requirements:

Your primary assignment for this course is a research project lasting the second half of the semester. The project consists of the following elements:

- 2-3 page Issue Proposal
- 5-7 page Exploratory Essay
- 10-15 entry Annotated Bibliography
- Short In-Class Presentation
- 7-10 page Researched Position Paper

Additional requirements:

- 4-6 page Rogerian Response
- 4-6 page Toulmin Analysis
- Class Participation

**Rough Drafts:** You are expected to turn in rough drafts for the Exploratory Essay and for the Researched Position Paper. Failure to turn in a rough draft by the rough draft due date will result in a **5-point penalty on the final paper**. I will accept rough drafts on other papers, but they are not required.

**Late Assignments:** Late papers will result in a 10 point reduction in your grade for every day that the paper is late, including weekends. Papers will not be accepted after three days. If you know in advance that you will miss a class when something is due, I will always accept assignments early. **The final researched position paper will not be accepted after the due date.**

**Rewrites:** You have to option to revise any written assignment **except for the final researched position paper**, provided the revisions meet the following requirements:

- All rewrites are due 1 week from the date that graded papers are returned (which will be 1-2 weeks following the due date).
- Late rewrites will not be accepted.
- Rewrites must include the original paper with instructor comments.
- Rewrites must show significant change from the original.

Your grade on a rewrite will replace your original grade up to the first 10 points, with an additional 1/2-point beyond the first 10 (e.g. An original grade of 76 and a rewrite grade of 86 will yield a final grade of 86; an original grade of 76 and a rewrite grade of 96 will yield a final grade of 91). Any penalties received on the original paper will apply to the rewrite.

### **Explanation of Participation Grade:**

Your Participation Grade consists of four components:

--Attendance	(50%)
--General Participation	(20%)
--Draft Workshop Participation	(10%)
--Brief Presentation as Topical Discussion Leader	(20%)

➤ **Attendance:**

- You are allowed up to 3 absences without a penalty.
- Absences 4-8 will result in a 10-point reduction in your participation grade per absence.
- More than 8 absences will result in a 5-point reduction in your final grade per absence and a conference with the instructor will be required.
- Attendance Bonus: +10 Participation for perfect attendance (no absences, no tardies); +8 Participation for technical perfect attendance (excused absences only)

The only absences that are excused are absences due to university sponsored events (athletics, conferences, etc.). All other absences, regardless of their validity, are unexcused. Use these absences wisely. Students may make up missed in-class work or homework assignments in the event of university sponsored events (athletics, conferences, etc.); however, all work assigned prior to the absence must be turned in by the due date. You are responsible for keeping up with how many absences you have. If an extended medical

situation threatens to cause you to miss more than five classes, talk to me as soon as it becomes a potential problem.

- **Tardies:** Two instances of being tardy or leaving early count as one unexcused absence (i.e. if you have no absences but have been tardy 6 times, you have used up your free absences). If I have already started class when you walk in, you are tardy. If class is more than halfway through (25 minutes), you will be counted absent. If an external situation might cause you to be tardy on a regular basis, talk to me about it beforehand.

### Grading Scale:

Research Project:	65%
Issue Proposal	--10%
Exploratory Essay	--15%
Annotated Bib.	--10%
Presentation	--5%
Final Res. Pos. Paper	--25%
Rogierian Response Paper	10%
Toulmin Analysis	15%
Participation	10%

- A (90-100)      In **A** essays, the main idea is significant and shows evidence of a writer's personal engagement with a specific subject. Organization is strong; there is a clear overall pattern of development, necessary and orderly steps, clearly explained connections between ideas. Information is abundant and pertinent to the main idea; in general, support provided for the essay's ideas is under the control of the writer; it is directed to his or her purpose. Language is not only correct but interesting and strongly communicative. Sentences are varied in structure, original and vivid in word choice; the writer's personality and presence are apparent. The essay is relatively free of grammar and spelling errors. An A paper is not flawless; there is no such thing in writing. But it reflects a writer who is in full control of both material and language. Control is the key word here. The reader feels expert guidance.
- B (80-89)      In **B** essays, the main idea is fairly original and out of the ordinary, if somewhat dispassionate. Organization is good and an overall scheme controls the essay, though transitions may be a bit mechanical. The details reveal good reading or research, and though their presentation may be uninspired, they are all used to support the main idea explicitly. The language is at least clear and correct, if rather ordinary. There may be a tendency toward wordiness or technical language over which the writer may not exercise good control.
- C (70-79)      In **C** essays, the main idea is not terribly original, but it is adequate to control the content of the essay. Organization is in evidence but loose. The topics of paragraphs and the rationale of their order may not be immediately apparent, though they can be deciphered; transitions may be weak. Details abound, most of them relevant to the main idea, though there may be statements unsupported by details or details whose relevance to the main idea isn't clear. The language is for the most part correct, though it may imitate a highly "generic" voice. There may be problems with word choice, levels of diction, and awkward wording. A C paper will do; it's adequate. But it gives the reader an impression of fuzziness and lack of assurance on the part of the writer. The reader has to work to understand what he or she is reading.
- Z (0-69)      In **Z** essays, there may be no apparent main idea, or if one is stated it fails to control the content of the essay. There may be details, but few of them support a main idea in any clear way. Paragraphing is a problem; paragraphs may be too long or too short, some may have no apparent

topic while others have several. The language may be peppered with errors, unidiomatic phrases, frustrating vagueness and other infelicities that impede comprehension. A Z grade implies to the student that the essay is still “in progress,” as it has not yet reached a level of focus or comprehensibility that would allow the teacher to assign it a passing grade. Unlike an F, a Z paper meets the requirements of the assignment.

F (0-69) An F paper fails to meet the requirements of the assignment. This includes papers that fail to meet the length or formatting requirements or that are more than three days late.

### **Explanation of Zs and Fs:**

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 average. They may repeat the course for credit until they do earn a passing grade. If a student makes a Z on the last major essay project, earlier assignments that received Zs will be averaged as Zs even if they have received higher grades as a result of rewriting. 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. The F grade, which does negatively affect the GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work. Failure to complete any of the four essays (Rogerian, Toulmin, Exploratory, or Position) will result in an F in the course, regardless of average.

### **Other Policies:**

- **Emails:** I will respond in the same day to any email sent before 5 pm. After that, I cannot guarantee a response until the next morning, possibly immediately before class. I will only accept assignments via email if a prior arrangement has been made. I will not answer any questions regarding grades or completed assignments via email, but email is a great way to set up an appointment to talk about your questions. When emailing, always be professional. I will not acknowledge emails written in “webspeak.” If you missed class and want to find out what you missed, NEVER ask “Did I miss anything?” If I receive an email asking this, you will get a one-word reply: “Yes.”
- **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.

In this class, unintentional plagiarism will result in a failing grade on the original assignment with the standard rewrite rules in effect. Intentional plagiarism will result in a zero (0) on the assignment without the possibility of a rewrite. In terms of the overall class, a plagiarized assignment will be counted like one that is not turned in. In other words, intentional plagiarism on one of the four major essays, per the F/Z policy, will result in an F for the course.

- **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).

In this class, disruptive conduct includes excessive talking apart from class discussion, questions/comments intended to disrupt class, interrupting or otherwise disrespecting other students during discussion periods, ringing cell phones, checking voice mail or other cell phone use, tobacco use. Make sure your phone is off or in silent mode. If you **must** keep your telephone on for any reason, talk to me about it before class and sit near the door. The first infraction will result in a warning. With a second infraction, you will be removed from class and reported to the Office of Student Conduct.

**Electronic devices, newspapers, etc.:** This is simple: **do not have them in class.** Keep them stored away and on silent mode. Do **not** send text messages, listen to your iPod, read the newspaper, sleep, or work on assignments for other classes during this class. You may use a laptop for rough draft workshops as opposed to printing multiple copies of your early draft; laptops are not allowed at any other time. For these infractions—more individual distractions than class disruptions—you will be penalized 5 points from your participation grade per infraction. It is up to the instructor's discretion whether to interrupt class to point out your distraction; however, you will be penalized regardless.

- **Class Cancellations:** If the university cancels classes due to weather, any assignment that would have been due will be due the next class session.
- **Special Needs:** Any student who requires special needs in the completion of course activities should make arrangements with the instructor. 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.
- **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.

- **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. 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:** If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines (Included on the Course Schedule). For information on dropping, consult your major academic department (or the University Advising Center if undeclared).
- **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. Minor changes will be announced in class and a notice will be emailed to your UT Arlington email address. If major changes become necessary, you will receive a new copy of the syllabus..

### Course Schedule

Mon. Aug. 24	Introduction
Wed. Aug. 26	Wood, Ch. 1; What is argument?, Diagnostic essay
Fri. Aug. 28	Wood, Ch. 2 & 3; Rhetorical Style, Situation, & Audience
Mon. Aug. 31	Wood, Ch. 6; Claims
Wed. Sept. 2	Wood, Ch. 7; Proofs
Fri. Sept. 4	Wood, Ch. 8; Fallacies & Ethical Argument
Mon. Sept. 7	<b>Labor Day—No Class</b>
Wed. Sept. 9	<b>Census Date</b> , Wood, Ch. 10; Rogerian Argument & Common Ground
Fri. Sept. 11	Rogerian In-Class exercise
Mon. Sept. 14	Plagiarism Workshop— <b>Meet in Library</b>
Wed. Sept. 16	Rogerian Workshop/Writing Center Introduction
Fri. Sept. 18	<b>Rogerian Essay Due</b> ; Introduction to Non-Traditional Argument forms
M Sep. 21/T Sep. 22	<b>Conferences: class will not meet; conference attendance counts as class attendance</b>
Wed. Sept. 23	Wood, Ch. 5; Toulmin Analysis
Fri. Sept. 25	Wood, Ch. 14; Fiction, Outside readings TBA
Mon. Sept. 28	Non-fiction Narrative, Reading TBA
Wed. Sept. 30	Music
Fri. Oct. 2	Wood, Ch. 9; Cartoons
Mon. Oct. 5	Advertising
Wed. Oct. 7	Film: <i>Thank You for Smoking</i>
Fri. Oct. 9	Conclude and discuss film
Mon. Oct. 12	Selecting an Issue, Revisit Wood, Ch. 1
Wed. Oct. 14	Constructing an Issue Proposal
Fri. Oct. 16	<b>Issue Proposal Due</b> , Using Databases— <b>Meet at Library</b>
Mon. Oct. 19	Wood, Ch. 11; Designing a claim
Wed. Oct. 21	Wood, Ch. 12; Evaluating sources
Fri. Oct. 23	Research Workshop— <b>Meet at Library</b>

Mon. Oct. 26	<b>Exploratory Paper Rough Draft Due</b> , Draft Workshop
Wed. Oct. 28	Workshop Day 2
Fri. Oct. 30	<b>Drop date</b> ; MLA Workshop— <b>Meet at Library</b>
Mon. Nov. 2	Wood, Ch. 13; Paraphrasing and Summarizing
Wed. Nov. 4	Quotation Integration
Fri. Nov. 6	<b>Exploratory Paper Final Draft Due</b> , Annotated Bib Intro
Mon. Nov. 9	Wood, Ch.4; The Art of Reading
Wed. Nov. 11	Annotated Bibliography Workshop
Fri. Nov. 13	<b>Annotated Bibliography Due</b> , Linking the Components
Mon. Nov. 16	Understanding Your Audience
Wed. Nov. 18	Organizational Patterns
Fri. Nov. 20	Incorporating Research
Mon. Nov. 23	<b>Research Paper Rough Draft Workshop, Drafts due</b>
Wed. Nov. 25	Workshop Day 2
Fri. Nov. 27	<b>Thanksgiving Holiday—No Class</b>
M 11/30-F 12/4	Presentations
<b>Friday, Dec. 4:</b>	<b>Researched Position Papers due!</b>