

ENGL 1302.005
Critical Thinking, Reading, and Writing II
Fall Semester 2009

Instructor: April Kinkead
Section: 1302.005 MWF 9-9:50 a.m. PH 100
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Required Materials:

- 1) Perspectives on Argument 6/E
- 2) This Syllabus

Introduction to Argument encourages students to reflect on their attitudes and approaches to argumentative writing. The course provides the student guided practice in how to read and write argument critically. Students are encouraged to become active participants in their progress developing the content and thought in assignments as well as in editing the final revisions as a completed product.

Course Goals: There are five interdependent goals this course will attempt to accomplish this semester: 1) to introduce students to rhetoric/argument theory; 2) to assist students with making connections to theory and socio-historical contexts through analysis of various rhetorical productions; 3) to allow students to connect the readings to their own experiences through reflection and analysis; 4) to provide students with a general understanding of rhetorical/argumentative practices and their significance to ideology(ies); and 5) to enable students to enjoy, analyze, and write critically about literary/rhetorical texts through their own rhetorical/argument productions. In order to accomplish these goals, students will be asked to read assigned texts and participate fully in class discussions, assignments, and exams. The atmosphere of the class will depend greatly upon **student** willingness and eagerness to participate.

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

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- 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

Assignments

Writing Projects: Writing projects may include (but are not limited to) in-class writing, Summary/Analysis/Response papers, invention work, early drafts, revisions, peer critiques, and final drafts. Argumentation projects will include the following: Issue Proposal, Exploratory paper, Toulmin Analysis paper, Researched Position Paper, and a Rogerian argument paper. (See format guidelines) **Make sure to keep all papers until you have received the final grades from the University.** Papers should be formatted and documented according to the standards of the Modern Language Association (MLA). See your textbook for student examples of all argument assignments.

At times, there will be impromptu writing assignments and/or quizzes **in class** or assigned as homework for the next class. Missed assignments **may not be made up** and **no late work** will be accepted without *official documentation* explaining the necessary absence (i.e. doctor's note). Unless otherwise assigned, all assignments will be turned in via WebCT (**except in-class writing**). If you are unfamiliar with WebCT, contact the help desk for assistance immediately.

Participation: In order to succeed, participating in class and being prepared daily are absolutely essential. Skipping class or missing assignments will wreak havoc on your grade. Our work will be cumulative and will get more difficult as the semester progresses. Any student who falls behind will have a difficult time catching up. **Participation** is included in your **in-class assignment** grade. Merely being in class and attempting the assignment is not enough to earn an "A" for that assignment. You will be graded for demonstration of knowledge on all in-class assignments; they are not completion grades.

Group Activities: Thinking and writing are social activities; therefore, each student's success in this class will depend upon group activities geared towards generating ideas, critiquing one another's papers, and other various collaborative learning activities that will serve to scaffold your writing projects. This classroom is a community of writers; therefore, participation and sincere effort are essential not only for your individual success, but the success of the class as a whole.

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Drop Policy: According to the **new drop policy**, students who are dropping an English class may no longer go to the English department to do so -- *unless* they are English majors. Instead, students must first bring their instructors a form that they will sign indicating that they have discussed the reason(s) for dropping. The students then bring this form to their major advisors. Students who are undeclared must go to the University Advising Center. Students may not add a class without written permission from the instructor. If you must drop the course, do so officially through your advisor. **I cannot drop you.**

Methods of Grading

The "Z" Grade: Your grade in this class will be A, B, C, Z, or F. If you complete all the course work on time but have a final average below "C," you will be given a "Z" grade. A "Z" will not affect the student's GPA and will allow her/him to repeat the course without penalty. An "F" will be assigned to any student who fails to complete ALL coursework on time. If you receive Zs on major projects during the semester, you must earn a C or better on the final major essay project (Researched Position Paper) and the Final Exam to pass the course; once you submit the final project of the semester for evaluation, it cannot be rewritten for a higher grade; *students must demonstrate they are capable of maintaining C quality work in order to pass the course.* You should keep all assignments until after you receive your final grade for the semester in the event there is any discrepancy.

Revisions: Students may **not** rewrite the final position paper but may rewrite other argument papers (this does not include daily assignments). Rewrites are available on Rogerian and Toulmin argument papers only, and are available to students who provide a **written request** (email to my WebCT email) to rewrite within 2 class days of receiving a grade; *however*, this offer is **not** available to students who fail to turn in the assignment in the first place. In your request, you must **explain** what needs revision, how you plan to revise, and a proposed turn-in date. **If** your request is accepted and you rewrite an essay, you **must** provide the original essay with your own highlighted comments as to what needs revision along with the rewritten version. You also must make an appointment with the Writing Center and provide proof of your WC tutoring when you turn in your rewrite. A rewrite replaces the original grade, unless it is worse; then, we will have a conference during my office hours.

Format Guidelines:

All writing projects are to be computer generated, double-spaced, 12-point font, Times New Roman black font **ONLY**, 1 inch top and bottom margins, 1.25 inch left and right margins, include a title page with your name, course number, title of paper, date, and my name. Submit via WebCT **unless** otherwise instructed.

Grade Calculation: Daily in-class work, WebCT discussions and assignments & other non-argument papers = 15%; Issue Proposal = 10%; Exploratory Paper = 15%; Summary/Analysis/Response = 10%; Toulmin Analysis = 10%; Rogerian Argument = 15%; Researched Position Paper = 25%

Grading Scale: 100 – 90 = A; 89 – 80 = B; 79 – 70 = C; 69 – 0 = F

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Course Policies and Procedures

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, collusions, 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.” (Regent’ Rules and Regulations, part One, Chapter VI, Section 2, Subsection 3.2 Subdivision 3.22).

Papers submitted to this class must be the student’s original work composed during the semester for this specific course. If a student uses passages from a paper that he or she has prepared for a previous class, then those passages must be quoted, cited, and documented in MLA style.

I maintain a NO TOLERANCE policy in my classroom. If you commit an act of academic dishonesty, you will receive a ZERO for that assignment; and, I will report you to the UTA Student Affairs office.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation: reference Public Law 93112—“The Rehabilitation Act of 1973” as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. If you require reasonable accommodations because of a physical, mental, or learning disability, please notify me as soon as possible to arrange for these accommodations.

Attendance and Drop Policy: Attendance in class and class participation are important. Frequent absences will negatively impact your grade. It is extremely important that you read the assigned material before coming to class, as class discussions and activities will depend upon your readings. At times there will be impromptu writing assignments and/or quizzes in class. Missed assignments may **not** be made up and **no late work** will be accepted *without official documentation explaining the necessary absence (i.e. doctor’s note)*. **All** assignments will be turned in via WebCT *unless* otherwise instructed. There will be a specific timeframe in which you will turn in assignments and take exams; late assignments without official documentation will not be accepted – **NO EXCEPTIONS**. Any communication outside of class will be done via WebCT email; therefore, you need to check this email regularly. If you miss class, for whatever reason, you are responsible for ensuring you are current on what you missed. Oftentimes there are discussions in class that result in changes being made to assignments; you are responsible for being aware of these changes if you miss class – I may not always have time to change the WebCT syllabus in time to reflect these changes. So, make friends with someone reliable in class and/or utilize your access to WebCT to get what you have missed by emailing other students and/or me. If you are unfamiliar with WebCT, contact the help desk for assistance immediately.

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If you must drop the course, do so officially through your advisor. If you fail to attend class and/or do not complete assignments and fail to drop, you will fail the semester. I cannot drop you!!

You are expected to be in class on time and prepared daily.

Missed Work and Late Papers:

All work is to be submitted by the due dates via WebCT unless otherwise instructed. **NO LATE WORK WILL BE ACCEPTED.**

Technology Rules: NO CELL PHONES, PDAs, IPODS, MP3s, and/or LAPTOPS. As a parent, I recognize there may be people outside of class who need to contact you – if this is the case, enter class with your mobile on silent and if you receive an important call - leave the classroom to take your call if you must. If you need to leave for any reason, please excuse yourself respectfully and exit quietly. Appropriate classroom etiquette is expected and will be enforced at all times. If you cannot refrain from using such devices in class, you will be asked to leave and will not receive credit for that day.

Offensive behavior is unacceptable in any academic environment, and students are expected to maintain an acceptable level of professional decorum at all times. This means sexual harassment, civil rights violations, or public rudeness will not be tolerated. Students are also expected to support the learning purposes of this classroom by carefully reading peers' drafts, listening attentively to other speakers, providing helpful and respectful feedback, and devoting time to speaking and writing on topics and issues that promote collective learning goals. UTA supports my decision to dismiss disruptive students from my classroom.

Student Support:

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, 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.

<http://www.uta.edu/owl/>

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Semester Outline

*This outline may change according to need and/or the instructor's discretion. Changes will be announced in class and/or emailed. Students are responsible for any changes the instructor deems necessary. Dates and assignments are tentative and subject to change – you are responsible for keeping up with these changes. You should have the assignments **completed** by the dates listed. These are not the dates they are assigned but due dates.*

- Aug 24 Introduction to course; familiarize yourself with your textbook
 26 Intro to basic rhetorical theory (no reading)
 28 Aristotle Book I <http://www.public.iastate.edu/~honeyl/Rhetoric/>
- Sep 02 Aristotle Book II Chps. 1-13 <http://www.public.iastate.edu/~honeyl/Rhetoric/>
 04 Aristotle Book II Chps. 14-26 <http://www.public.iastate.edu/~honeyl/Rhetoric/>
 07 School Holiday
 09 Aristotle Book III <http://www.public.iastate.edu/~honeyl/Rhetoric/>
 11 Discuss Aristotle's Rhetoric
 14 Plato Apology of Socrates
<http://www.law.umkc.edu/faculty/projects/ftrials/socrates/apology.html>
 16 Library; Wood Perspectives on Argument Ch. 1
 18 Gorgias Encomium of Helen <http://www.phil.vt.edu/MGifford/phil2115/Helen.htm>
 21 Isocrates Encomium of Helen <http://classicpersuasion.org/pw/isocrates/pwisoc10.htm>
 23 Plato Symposium <http://classics.mit.edu/Plato/symposium.html>
 25 Wood Perspectives on Argument Ch. 2; Issue Proposal Pg. 30
 28 Wood Perspectives on Argument Ch. 3
 30 Dr. King I Have a Dream <http://www.mlkonline.net/speeches.html>
- Oct 02 Library; Wood Perspectives on Argument Ch. 4
 05 Dr. King Letter from Birmingham Jail
 07 Dr. King Give Us the Ballot
 09 Malcolm X The Ballot or the Bullet
<http://www.americanrhetoric.com/speeches/malcolmxballotorbullet.htm>
 12 Malcolm X After the Bombing http://www.malcolm-x.org/speeches/spc_021465.htm
 14 Wood Perspectives on Argument Ch. 5; Exploratory Paper Pg. 144-145
 16 Wood Perspectives on Argument Ch. 6; Cicero De Oratore (Excerpt provided)
 19 Library; Wood Perspectives on Argument Ch. 7; Quintillian (Excerpt provided)
 21 Wood Perspectives on Argument Pgs. 589-607; Summary/Response Papers pg. 136
 23 Wood Perspectives on Argument Pgs. 608-617; Discuss Oral/Visual Arg. Pg. 426
 26 Wood Perspectives on Argument Ch. 8; Annotated Bibliography
 28 Augustine On Christian Doctrine Preface and Book I
<http://www9.georgetown.edu/faculty/jod/augustine/ddc1.html>
 30 Augustine On Christian Doctrine Book IV
<http://www9.georgetown.edu/faculty/jod/augustine/ddc4.html>
- Nov 02 Wood Perspectives on Argument Ch. 9 & 10
 04 Erasmus (excerpt provided)
 06 Wood Perspectives on Argument Pgs. 618 - 644
 09 Roland Barthes Death of the Author <http://evans-experientialism.freewebspace.com/barthes06.htm>
 11 Obama Race Speech <http://obamaspeeches.com/>
 13 J.L. Austin How to do Things with Words (excerpt provided)
 16 Wood Perspectives on Argument Chps. 11-13
 18 Rogerian Paper Pg. 328; Discuss Researched Position Papers Pg. 425

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- 20 Nietzsche's Truth and Lies in a Nonmoral Sense
- 23 Foucault TBA (excerpt provided)
- 25 Discuss Final Paper
- 30 Cornell West Race and Modernity (excerpt provided)
- Dec 04 Last Day Due: Toulmin Analysis Due (King's Letter from Birmingham Jail) Pg. 172
- 05-10 Final Exam Week; Turn in Researched Position Paper during scheduled Final Exam