

English 1302 - Argumentative Writing Fall 2009

Section 002: MWF 8:00 - 8:50

Room: TH 102

Instructor: Yaroslav Malyuta, Ph.D.

Phone: English Office: 817-272-2692 (messages only)

Office hours: TR 11-12 or by appointment (office: TH 24)

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Required text:

Perspectives on Argument (6th Ed.) by Nancy V. Wood

Course description and goals:

English 1302 is designed to equip you with various strategies for reading and writing argumentative texts and essays. You will learn to read critically, think and analyze, and write critically and effectively. To enhance the analytical process, you will be introduced to a variety of new theories on rhetoric, which when implemented, will serve to generate new perspectives from which to write your own essays. The primary goal of this course is to sharpen your skills as a writer, so that you are able to compose college level argumentative papers, incorporating various argument theories and writing principles that include appropriateness, development, organization, grammar, mechanics and syntax. Rhetorical argument is omnipresent; you will learn to recognize and evaluate it and effectively incorporate it into your writing and speaking.

Attendance:

Argument requires people; therefore your attendance and active participation is extremely important. For this reason you must attend class regularly. I will allow **six** absences throughout the semester, so save them for when you really need them. After six absences, your course grade will be lowered one full letter grade. In other words you cannot get an "A" with seven absences. Chronic lateness is unacceptable, as is coming to class unprepared. Three tardies will count as one absence. If you do come in late, it is your responsibility to inform me of your arrival at the end of class so that you will not be counted absent. Come to class on time and be ready to work – you will have a much more enjoyable experience if you do.

Add/Drop Policy:

Effective Fall 2006, adds and drops may be made through late registration either on the Web at [MyMav](#) or in person in the academic department offering the course. Drops may continue in person until a point in time two-thirds of the way through the semester, session, or term. Students are responsible for adhering to the following regulations concerning adds and drops.

- a. A student may not add a course after the end of the late registration period.
- b. No grade is posted if a student drops a course before 5:00 p.m. CST on the Census Date of that semester/term.
- c. A student entering the University for the first time in Fall 2006, or thereafter, may accrue *no more than a total of 15 semester credit-hours of coursework with a grade of W* during his or her enrollment at the University.
- d. A student may drop a course with a grade of "W" until the two-thirds point of the semester, session, or course offering period. A student may drop a course after that point only upon approval of the appropriate official.
- e. Exceptions to this policy may be entertained because of extraordinary non-academic circumstances. Under such circumstances, approval must be received from the instructor, department chair, dean, and the Office of the Provost.

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. Students wanting to drop all courses for which they are enrolled must withdraw from the University for that semester/term. (Students should follow the procedure in the Withdrawal section of the Undergraduate Catalog.)

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.

Assignments/Grading Policy:

Your final grade for this course will be based on five essay projects, an in-class oral presentation, and your participation in class (including attendance, daily writing assignments, summary/response assignments, class discussions, and quizzes). All essay assignments are projects. This means that you will turn in a folder for each assignment. This folder should contain your prewriting notes, essay drafts, peer critiques, and the final version of your essay. The essay should be typed and double-spaced. All of these materials must be turned in to get full credit on the essay project.

Late papers will have ten points deducted for each late day (this penalty includes non-class days). Papers will not be accepted after three late days. Daily homework is due at the beginning of class and will not be accepted late. Your final grade for this course will be calculated in the following manner:

- Exploratory paper 10%
- Toulmin Model 15%
- Argument Analysis 15%
- Rogerian Argument 15%
- Research Paper 25%
- Presentation 10%
- Participation 10%

Your final grade for this course will be A, B, C, Z, or F. The English Department at UTA does not assign the grade of D in the first year English Courses. If you complete all the course work, but have a final average below C, you will be given a Z (which has no effect on your GPA). You are allowed to repeat the course for credit. If you do not complete all of the course work, you will receive an "F". The final research paper should receive at least a C for you to pass this course. "Z" means that you need to take the course again. Retain all your assignments until you have received your final grade. You cannot formally challenge a final grade without evidence of your work.

The Writing Center

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. During Fall 2008, the Writing 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. 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 learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

Academic Dishonesty

Writing for college courses depends on your learning to generate and appropriately communicate your own ideas as the result of reading, discussing, and synthesizing a range of ideas from others. One of the forms of academic dishonesty is plagiarism. Plagiarism is claiming (or implying) that the ideas of another writer came from you. It is a serious crime, so avoid unintentional plagiarism by carefully citing and documenting all your sources. Your handbook is a valuable guide to the conventions used for citing and documenting sources, and this will also be discussed in class.

Another form of academic dishonesty is collusion: the lending, borrowing, buying, or stealing of another's written work. While you can and should seek the advice of friends, classmates, tutors, outside sources, and tools such as Internet, be sure that your written work is completely your own.

Academic dishonesty can be easily detected and will not be tolerated: it can cause the student to fail the course, and it can result in expulsion from the university. If you have any questions please refer to your student handbook or see me.

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

Necessary 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 and assignments. I reserve the right to make such changes as they become necessary.

Student Responsibility

I will abide by the policies this syllabus states. I hold each student responsible for reading and understanding this document. I will be glad to clarify any sections you do not understand. If you choose to remain in this course, it will be assumed that you are aware of and willing to abide by these policies as well.

Schedule

(Reading assignments and due dates are subject to change)

M	8/24	Introduction to course. Syllabus. HW: Buy the books, read syllabus,
W	8/26	Syllabus, reintroductions. In-class writing. HW: Chapter 1. Reading notes
F	8/28	Library assignment HW: Reading assignment
M	8/31	Discuss Chapter 1. Your personal argument style. HW: Chapter 2. Summary/response paper for one of the assigned essays
W	9/2	Discuss Chapter 2.. HW: Chapter 3. Start working on the rough draft of your essay
F	9/4	Discuss Chapter 3. Individual conferences. Discussion and peer critiques of the drafts. HW: Chapter 4. Reading assignment.
M	9/7	Labor day – no class
W	9/9	Discuss Chapter 4. Revision workshop. HW: Complete the draft.
F	9/11	Peer critiques.
M	9/14	Project 1 due. MLA in-class quiz. HW: Chapter 5. Reading assignment, summary/response.
W	9/16	Discuss Chapter 5. In-class writing. HW: Reading assignment. Summary/response
F	9/18	The Toulmin Model. Discussion and presentations HW: Chapter 6, reading notes
M	9/21	Discuss Chapter 6. Types of claims.

W	9/23	HW: Work on topics and outlines for paper #2. Instructor conferences. Discussion and Presentations.
F	9/25	HW: Chapter 7. Reading notes. Discuss Chapter 7. Drafting and outlining workshop. HW: Start working on the rough draft of your essay.
M	9/28	Discussion and presentations. HW: Work on sources and drafts.
W	9/30	Final revisions. HW: Chapter 8. Continue working on the draft.
F	10/2	Discuss Chapter 8.. HW: complete the final draft
M	10/5	Peer critiques
W	10/7	Project 2 due. Argument analysis. HW: Chapter 9. Reading assignment.
F	10/9	Discuss Chapter 9. HW: Reading assignment.
M	10/12	Ad analysis. Visual and Oral Argument. HW: Chapter 14.
W	10/14	Argument and Literature. Discussion of topics. Drafting and outlining workshop HW: project 3 assigned.
F	10/16	Revision and discussion. HW: work on the second draft.
M	10/19	Final revisions. Peer critiques HW: Final draft
W	10/21	Project 3 due. HW: Chapter 10. Reading assignment.
F	10/23	Discuss Chapter 10. HW: Reading assignment, write a summary/response
M	10/26	Rogerian argument as strategy. HW Reading assignment
W	10/28	Variations of Rogerian argument. HW: Reading assignment
F	10/30	Discussion and Presentations. HW Reading assignment
M	11/2	In-class writing. HW: Reading assignment, write a summary/response
W	11/4	Drafting, outlining, discussion. HW: Draft #2.
F	11/6	Discussions, peer reviews. HW: Final draft of Rogerian Argument Paper.
M	11/9	Project 4 due. Presentations HW: Topics and outline for research paper.
W	11/11	Presentations HW: Work on sources.
F	11/13	Presentations HW: Chapter 10, reading notes.
M	11/16	Discuss Chapter 10. HW: Chapter 11.

W	11/18	Research paper: requirements. HW: Start working on the rough draft of your essay
F	11/20	Drafting, editing, outlining HW: Chapter 12. Work on sources.
M	11/23	Chapter 12. Discussion and Presentations HW: Revise Draft #1.
W	11/25	Draft #2. Individual conferences. HW: complete the draft. Chapter 13.
F	11/27	NO CLASS
M	11/30	MLA in-text and works cited. Chapter 13. Final draft due. Peer critiques. HW: Draft #3.
W	12/2	Final revisions. HW: Revise and complete Project 5
F	12/4	Project 5 due.