

## English 1302: Critical Reading, Thinking, and Writing. Fall 2009.

**Instructor:** Nikki Slack

**Course Information:** 1302-006 MWF 9-9.50am; 1302-012 MWF 11-11.50am

**Course Location:** Preston Hall 101

**Office Location & Hours:** Carlisle Hall 612 / MWF 9:55-10:55am

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### Course Description:

English 1302 is an integrated course in critical thinking, reading, and writing. Because these three processes are mutually dependent, we will spend our time in the course reading and analyzing texts, as well as writing them. The type of formal writing we will do in this class is generally known as argumentative writing, which is a combination of informative and expository writing. In this type of writing, you will show both your understanding of argument structure of texts we read, and your own thoughts about issues they discuss.

### 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

**Required Texts and Materials:**

- ❖ Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2006.
- ❖ Lunsford, Andrea A., and John J. Ruskiewicz. *Everything's an Argument*. 4<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2007.
- ❖ Pens and/or pencils and paper.

**Major Assignments:** Students are responsible for all assignments in this course and must satisfactorily complete all major assignments in English 1302 to receive a passing grade. Final grades for this course will be calculated in the following manner:

|                           |             |
|---------------------------|-------------|
| Toulmin Analysis          | 10%         |
| Issue Proposal            | 10%         |
| Exploratory Essay         | 15%         |
| Annotated Bibliography    | 10%         |
| Researched Position Paper | 25%         |
| Reading Responses         | 10%         |
| Quizzes & Daily Grades    | 15%         |
| Participation             | 5%          |
| <b>TOTAL</b>              | <b>100%</b> |

**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. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.**

**Essay Projects:** All papers must be formatted and works cited according to MLA guidelines. You will receive feedback on drafts in peer review workshops and in mandatory and voluntary student-teacher conferences, scheduled outside of class time. Each major essay must be turned in with a one-page reflection memo which analyzes your writing process for that particular assignment, noting both the essay's strengths and weaknesses.

**Rewrite Policy:** Students will have the option of rewriting the Toulmin Analysis and Exploratory Essay for a higher grade. The revision must show substantial change from the original submission, showing keen awareness and understanding of my own comments and how they may apply in multiple areas of the essay. Simply changing grammatical and mechanical errors I comment on or touching on a recurring problem only where I comment is NOT enough. Areas changed in the rewritten essay must be highlight or clearly notated in the original essay, which will be submitted along with the revision. The rewritten essay is due a week after essays are returned in class. It will be regraded with the same rubric and that grade will be averaged with the original grade, yielding the final grade for that essay project. The Researched Position Paper may not be rewritten.

**Late Work:** Essay projects are due at the beginning of the class period on due dates; failure to turn essay projects in on time will result in a 5% reduction for each calendar day the assignment is overdue. Late essays will no longer be accepted a week after the initial due date. Reading responses and daily writing assignments will not be accepted late, so if you know you must miss class please arrange to have them turned in before class or emailed before your class time.

**Grades:** A= 90%-100% B=80%-89% C=70%-79% F=69% or below Z has no numerical equivalent

**Z Grade Policy:** 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. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point averages. 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.

**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. So while there are no reductions made to grades in this course for a certain number of absences, know that each day you miss is a lesson missed. Additionally, in-class exercises and quizzes cannot be made up. If you know you will miss class ahead of time, let me know and I'll see what I can do to make sure you do not fall behind.

**Tardy Policy:** Coming into class late is disruptive to the learning environment as it distracts other students and myself. The first few minutes of class are also when I discuss any changes made to the schedule, make important reminders, pass back papers, and give quizzes. You will miss all of this if you come in late as I do not like to repeat myself—we have a lot of material to cover! Do your best to manage your time so that you are not late. Traffic is not an appropriate excuse—leave earlier if you are worried about making it to campus on time. Frequent tardiness will result in me locking the door after a certain point, preventing you from entering the classroom late at all.

**Drop Policy:** If you choose to withdraw from this course, it is your responsibility to do so within the university's deadlines. For information on dropping, consult your major academic department (or the University Advising Center if undeclared).

**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 Monday through Thursday 9am to 7pm, Friday 9am to 4pm, and Saturday and Sunday 2pm to 6pm. 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 textbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask me. **Any student caught plagiarizing will receive a zero for that assignment, without the opportunity to rewrite.**

**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.

**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.

**E-Culture Policy:** All students are required to have access to the Internet. Computer use, printing, and Internet access is available to UT Arlington students in the Central Library, Ransom Hall, and at other locations across campus. The University of Texas at Arlington has issued each student a secure email address, through which information concerning registration, financial aid, payment of bills, progress in courses, academic advising, and graduation may be safely sent. You may find information about activating and using your UTA email account at [www.uta.edu/email](http://www.uta.edu/email). 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. **For your protection, the university email account will be the only acceptable email account used for communication between the professor and students in English 1302.** Changes in reading schedules, homework assignments, or class cancellations may be communicated to you through your student email account. You are responsible for checking your email regularly.

**Disruptive Student Policy:** 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 of Operating Procedures, Ch.2, Sec.2-202).

**Syllabus and Schedule Changes:** The follow document is tentative and changes may be made throughout the semester as needed.

| Date   |        | Writing and Other Work Due   | Reading Due   | In-Class Activities & Topics   |
|--------|--------|--|---|--|
| Week 1 | M 8/24 | Purchase textbooks   |   | Syllabus discussion & course Intro.  |
|        | W 8/26 |  | EaA preface & Ch 1  | What is argument?<br>Rhetorical Situation (TRACE)<br>Group work on commercials |
|        | F 8/28 |  |   | Commercial presentations   |
| Week 2 | M 8/31 | RR 1   | EaA Chs 2, 3, 4   | Pathos, Ethos & Logos  |
|        | W 9/2  |  |   | Types of Proof cont.   |
|        | F 9/4  |  | EaA Ch 5  | Writing Center Visit<br>Thinking Rhetorically                                  |
| Week 3 | M 9/7  | <i>[No class—Labor Day]</i>  |   |  |
|        | W 9/9  | RR 2   | EaA Ch 6  | <i>[Census date!]</i><br>Toulmin Argument<br><b>Toulmin Analysis assigned</b>  |
|        | F 9/11 | RR 3   | TSIS 139-141 Zinczenko<br>“Don't Blame the Eater”                             | Toulmin cont.  |
| Week 4 | M 9/14 |  |   | <b>Toulmin Peer Review (bring 3 copies)</b>                                    |
|        | W 9/16 | <b>Toulmin Analysis due</b>  | TSIS 142-148 Graff<br>“Hidden Intellectualism”                                | Selecting a research topic<br><b>Issue Proposal assigned</b>                   |
|        | F 9/18 |  | TSIS Preface & Intro  | Academic writing discussion  |
| Week 5 | M 9/21 | RR 4   | TSIS Part 1   | “They Say”   |
|        | W 9/23 | RR 5   | TSIS Part 2   | “I Say”  |
|        | F 9/25 | RR 6   | TSIS Part 3   | “Tying It All Together”  |
| Week 6 | M 9/28 | <b>Issue Proposal due</b>  |   | <b>Exploratory Essay assigned</b>  |
|        | W 9/30 | RR 7   | EaA Chs 7 & 8   | Types of Argument  |
|        | F 10/2 | RR 8   | EaA Chs 9 & 10  | Types of Argument cont.  |
| Week 7 | M 10/5 | Find at least one example of each type of argument we have studied in Bordo: Fact, Definition, Evaluation, Causal & Proposal. Type the quote, label, and briefly comment on why it is characteristic of that type of argument. | EaA Ch 11<br>TSIS 149-161 Bordo “The Empire of Images in Our World of Bodies” | <b>Library B20: Finding sources</b><br>Types of Argument cont.                 |
|        | W 10/7 |  | EaA Ch 19   | Evaluating and Using Sources   |
|        | F 10/9 | <b>Draft of EE due</b> —minimum of 2 pages and must include  |   | In-class work on EE (bring only 1 copy)  |

|         |         |  |   |  |
|---------|---------|--|---|--|
|         |         | full outline   |   |  |
| Week 8  | M 10/12 |  | EaA Ch 20 (549-568)   | <b>Library B20: MLA Workshop</b><br>Documenting Sources                    |
|         | W 10/14 |  |   | Audience Matters! In-class activity  |
|         | F 10/16 |  |   | <b>EE Peer Review (bring 3 copies)</b>                                     |
| Week 9  | M 10/19 | Bring completed Conference Worksheet to your appt.   |   | Class canceled for conferences   |
|         | W 10/21 | Bring completed Conference Worksheet to your appt.   |   | Class canceled for conferences   |
|         | F 10/23 | <b>Exploratory Essay due</b>   |   | <b>Annotated Bibliography assigned</b>                                     |
| Week 10 | M 10/26 |  | Reread EaA pg 8 last full paragraph                         | Rogerian Argument  |
|         | W 10/28 |  |   | Rogerian conversation  |
|         | F 10/30 |  |   | <i>[Last day to drop!]</i><br>Rogerian cont.                               |
| Week 11 | M 11/2  | RR 9   | EaA Ch 17   | Fallacies or Pseudoproofs  |
|         | W 11/4  | Find an example of a fallacy in a magazine, commercial, newspaper, or article and identify the type of fallacy it is. Bring it to class if possible. |   | Fallacies cont.<br>MLA refresher   |
|         | F 11/6  |  |   | <b>AB Peer Review (bring 3 copies)</b>                                     |
| Week 12 | M 11/9  | <b>Annotated Bibliography due</b>  |   | <b>Researched Position Paper Assigned</b>                                  |
|         | W 11/11 |  |   | Idea generation & freewriting  |
|         | F 11/13 |  |   | Thesis workshop  |
| Week 13 | M 11/16 |  | EaA Ch 14   | Using Visuals in Argument  |
|         | W 11/18 |  | EaA Ch 12   | Style in Arguments   |
|         | F 11/20 | RR 10  | EaA Ch 13<br>Swift: A Modest Proposal (find an online copy) | Humor in Arguments   |
| Week 14 | M 11/23 |  |   | RPP editing activity   |
|         | W 11/25 |  |   | <b>RPP Peer Review 1 (bring 3 copies)</b>                                  |
|         | F 11/27 | <i>[No class—Thanksgiving Holiday]</i>   |   |  |
| Week 15 | M 11/30 | Bring completed Conference Worksheet to your appt.   |   | Class canceled for conferences   |
|         | W 12/2  | Bring completed Conference Worksheet to your appt.   |   | <b>RPP Peer Review 2 (bring 3 copies)</b><br>Conferences cont. after class |
|         | F 12/4  | <b>RPP due</b>   |   | <i>[Last day of classes!]</i>  |
| Week 16 | M 12/7  | <i>[No class—Finals week]</i>  |   |  |
|         | W 12/9  |  |   |  |
|         | F 12/11 |  |   |  |

