

SYLLABUS & POLICY STATEMENT FOR
ENGLISH 1302—Writing Argument, Thinking Green – Fall 2009

Instructor: Professor Wallace
Office Location: Carlisle Hall 613
Office Phone: 817-272-2692 (messages only)

Email: drwall@uta.edu
Office Hours: T 8:30-9:30
TTh 12:30-1:30

Course Description: Writing Argument, Thinking Green:

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, or rhetoric. 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. Furthermore, the theme of the course is the environment and you will be encouraged to engage with this subject in multiple ways through argumentative writing and presentation as well as through your daily practice.

Course Expectations:

This is an intensive hands-on writing workshop which requires your participation in weekly writing workshops, peer review, and group work. You must have access to a computer and be able to use word processing software to complete your documents. Final drafts of all work must be typed or word processed in 12pt Times New Roman font, double-spaced, with one inch margins in Modern Language Association (MLA) format.

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

Course Requirements:

Assignments require:

- substantial individual written process work, even in collaborative assignments,
- peer review and subsequent revision and editing, and
- participation in class discussion and in-class assigned writing.

In addition to the readings and writing assignments, course work will consist of peer reviews, workshops, and group projects. You must complete satisfactory work and actively participate in class to complete English 1302; therefore, good attendance is required for you to pass this course. This class is a workshop. You will be required to turn in all parts of the writing process for essays—this will include the invention, rough draft, revised draft, and/or edited draft, final draft, and anything else I might assign for a particular essay. Missing elements of the writing process for any single assignment may result in a grade reduction

depending on the portions of the process which are missing. In addition, failure to turn in all assignments will result in being asked to repeat the course.

Required Texts, Materials, Supplies:

- Wood, Nancy V. *Perspectives On Argument*, 5th ed. Prentice Hall, 2007.
- *Saving Place: An Ecomposition Reader*. Ed. Sidney I. Dobrin. McGraw Hill, 2005.
- Dictionary - e.g. *The American Heritage Dictionary*, *Webster’s Collegiate*, etc. (optional but **highly recommended**).
- Two 9x13 document envelopes. One will be for you explorations, one will be for your major assignments.
- Loose paper, pens, and pencils

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

Diagnostic Essay	0%
Major Projects 1. Analysis of Sources of Disagreement—15% 2. Exploratory Argument—15% 3. Visual Argument—10% 4. Researched Position Argument—20%	60%
Explorations (13)—One per week (Minimum 350 words.)	15%
Discussion Facilitation	15%
Class Participation	10%
Total	100%

Major Essays: Essays and process materials are due on the dates listed on the course calendar. Essays **will be** reduced by one full letter grade if not handed in on time. You will have the opportunity to revise each of the essays once they have been returned to you. All essays may be re-submitted once (except for the final essay). I will take an average of the first essay and the rewrite and replace the initial grade with this average. All essay rewrites must be turned in by the time the following essay is due. All essays must be submitted in MLA format and in the order I will outline for the class. Students who fail to submit their essays in this way will have their essays returned to them, will be asked to reformat and reorder their essays, and will receive a late grade for the assignment.

Grading Scale:

Percentages and Grade Equivalents for English 1302
A= 90-100% B=80-89% C=70-79% Z=no grade F=60% or below

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 average. They may repeat the course for credit until they do earn a passing grade. **If you attend class and complete the assigned projects, extra credit would only be redundant. There is not, and never will be, any need for extra credit, so please do not ask.**

Disruptive Behavior: I reserve the right to ask disruptive students to leave the classroom. Disruptive behavior constitutes any behavior which prevents an active learning environment to develop in the classroom. Students who are asked to leave must make an appointment with me to meet in my office before they may return to class.

Electronics: I do not allow the use of cellular phones, musical technology (e.g. iPods), or computers in my classroom. When you arrive, please remove headphones and turn off phones and computers and put them where they will not be a distraction. Failing to do so is not only disrespectful to both myself and your peers, but constitutes disruptive behavior. Students who fail to adhere to this policy will be asked to leave the classroom for the duration of the day’s discussion.

Cheating & 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 dishonest 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 material 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.

Note: I should also add that students who plagiarize on an assignment will receive a zero for the assignment with no opportunity to re-write, and the paper will be submitted for disciplinary action. Disciplinary action can range from failure of the plagiarized paper to suspension or dismissal from the university. Read your handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask me.

Attendance:

English 1302 is conducted as a workshop that benefits from the cooperation and collaboration of all present—being on time and attending regularly is in your own best interest. Recent studies have shown that academic success is more often tied to students’ time spent in class than to the time spent studying. Students arriving fifteen minutes into the class period or leaving fifteen minutes prior to the end of the class period will be counted absent. **Students who arrive more than fifteen minutes late on days when assignments are due will receive a late grade on the assignment.**

Absences:

You are allowed two personal absences for which there will be no penalty. I will not judge whether your absence is valid or not, which means that there are no excused or unexcused absences (except for those designated by a university organization); thus, you may use your absences without penalty for whatever emergency/illness/personal time/ etc. which you encounter over the course of the semester. You are responsible for all material presented in class whether or not you are in attendance. Two percentage points (2%) will be deducted from your final grade percentage (0-100%) for each absence beyond the allowed absences. Projects are due whether or not you are present on the due date. Students missing more than one-third of the semester for any reason will be asked to repeat the course.

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. In order to drop a class, you must get permission from your undergraduate advisor.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. 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. Students are responsible for checking their email regularly. If you wish to reach me by email, your best bet is to email me from your university account. The system tends to kick out emails from other addresses as junk mail. If you do email me, I will respond within forty-eight hours.

If you email me from a different account, it is possible that your email will be kicked out of the system as junk. Please use student email accounts when emailing. Furthermore, email me at the email address listed at the top of the syllabus. Emails sent to any other address will not be answered. At least not by me...

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. 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. 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 Spring 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.

Student Support Services Available:

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.

Course Policies:

Students in this class are expected to show respect for their classmates, instructor, and guests. **Disruptive behavior is grounds for dismissal from class for the day.** This will mean an absence for the day and a required appointment with me before that student will be allowed back into the classroom. Cell phones must be turned off during class. If the class meets in a computer classroom, students will open only the appropriate applications at only the appropriate times, as instructed. Failure to adhere to this policy will be counted as disruptive behavior, and that student will be asked to leave the class with the aforementioned penalty.

Finally, if you are struggling, please come and see me in my office during my office hours or contact me via e-mail before you are hopelessly lost. Students who make use of my office hours and the University Writing Center inevitably improve their writing skills and thereby their grades.

Course Calendar
(dates are subject to—and probably will—change)

	Date	Writing	Reading	Daily Schedule (suggested)
Week 1	8-25	Purchase textbooks and materials.	Revisit syllabus. Familiarize yourself with Wood and Dobrin,	Icebreaker. Introduction to 1302 syllabus, projects, and course texts.
	8-27	Introduction to exploratory writing.	Wood: Ch.3; Dobrin: <i>Cronon</i> 11-30; <i>Watterson</i> 65-66.	What is Argument? Diagnostic essay.
Week 2	9-1	Assign Analysis of Sources of Disagreement Essay.		The Rhetorical Situation. Discussion leader sign-up
	9-3	Exploration #1.	Wood: Ch.5; Dobrin: <i>Emerson</i> 2-9; <i>Lopez</i> 39-45; <i>Le Guin</i> 73-75.	The Rhetorical Situation In-class activities. Discussion—Cronon and Watterson
Week 3	9-8	ASD rough draft #1 due.		The Toulmin Model of Argument. ASD Peer Review #1
	9-10	Exploration #2	Dobrin: <i>Capra</i> 81-86; <i>Leopold</i> 87-89; <i>Abbey</i> 91-93; <i>hooks</i> 103-108	Toulmin in-class activities. Discussion—Emerson, Lopez, and Le Guin.
Week 4	9-15	ASD rough draft #2 due.		ASD Peer Review #2
	9-17	Exploration #3	Wood: Ch.6; Dobrin: <i>Bass</i> 133-136; <i>Balaz</i> 137-138; <i>Houston</i> 139-145; <i>Hemingway</i> 146-158.	Toulmin in-class activities. Discussion—Capra, Leopold, Abbey, and hooks.
Week 5	9-22	Library Day.		

	9-24	Analysis of Sources of Disagreement Essay due. Exploration #4. Assign Exploratory Argument Essay.	Wood: Ch.7; Dobrin: <i>Carter</i> 163-173; <i>Duane</i> 180-188; <i>Gorman</i> 190; <i>Campbell</i> 190-191; <i>Stap</i> 191.	Types of Claims. Discussion—Bass, Balaz, Houston, and Hemingway.
Week 6	9-29	EAE rough draft #1 due		EAE Peer Review #1.
	10-1	Exploration #5	Wood: Ch.8 Dobrin: <i>Durning</i> 197-201; <i>Berry</i> 230-235; <i>Dillard</i> 239-243.	Types of Proofs. Fallacies or Psuedo-proofs.
Week 7	10-6	EAE rough draft #2 due.		EAE Peer Review #2
	10-8	Exploration #6.	Wood: Ch.13; Dobrin: <i>Krakauer</i> 262-277; <i>Porrino</i> 350-352.	Discussion—Carter, Duane, Campbell, Gorman, and Stap.
Week 8	10-13	In-class writing.		Visual and Oral Argument Discussion—Durning Review #, Berry, Dillard.
	10-15	Exploratory Argument Essay due. Exploration #7. Assign Visual Argument	Dobrin: <i>Davidson</i> 279-305.	Discussion—Krakauer and Porrino
Week 9	10-20	VA rough draft due (written portion only).		VA Peer Review. Mid-semester conferences (in-class)
	10-22	Exploration #8.	Wood: Ch.10; Dobrin: <i>Thoreau</i> 364-375; <i>Abbey</i> 379-383.	Discussion—Davidson, Thoreau, and Abbey
Week 10	10-27	Visual Argument due. Exploration #9	Wood: Ch.12; Dobrin: <i>Bass</i> 385-391; <i>Hughes</i> 393; <i>Cronon</i> 397-400.	Visual Argument presentations.
	10-29	No class.		
Week 11	11-3	Assign Researched Position Argument.		Visual Argument presentations.(If necessary) Research: Clarifying your purpose and audience.
	11-5	Exploration #10.	Dobrin: <i>Williams</i> 404-411; <i>Ray</i> 412-414; <i>Snyder</i> 415-424	In-class writing. Discussion—Bass, Hughes, and Cronon.
Week 12	11-10	Topic Proposals due. RPA rough draft #1 due.		RPA Peer Review #1
	11-12	RPA Toulmin analysis #1 due. Exploration #11	Dobrin: <i>Carson</i> 425-437; <i>Adams</i> 445-448; <i>Carr</i> 449-456.	Discussion—Williams, Ray, and Snyder.
Week 13	11-17	Annotated Bibliography due. RPA rough draft #2 due.		RPA Peer Review #2
	11-19	Exploration #12. RPA Toulmin analysis #2 due.		Writing and revision day. Discussion—Carson, Adams, and Carr.
Week 14	11-24	In-class work/ research day. Exploration #13 due		Writing and revision.

	11-26	Thanksgiving Day (No class)		
Week 15				
	12-1	Scheduled Conferences (in my office).		Final paper consultations.
	12-3	Researched Position Argument due.		