ENGLISH 1302 (9 and 18): Critical Reading, Thinking, and Writing

Instructor: Sarah Farrell  Email: sarah.farrell@mavs.uta.edu
Office Location: Carlisle Hall 211  Class Times: MWF 9-9:50 and 10-10:50
Office Hours: Monday 11-2

Required Texts and Materials:

Hacker, *A Writer’s Reference*
Lunsford and Ruszkiewicz, *Everything’s An Argument (EA)* without the reader *[bring book to class every day]*
Pocket folder with which to submit essay projects
Access to a computer

Course Description:

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.

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

Description of Major Assignments:

The Toulmin Analysis Paper will address the following:
a. Discover and write about an arguable issue.
b. Understand the different types of claims (fact, definition, cause, evaluation, and proposal).
c. Organize ideas logically and coherently, using classical methods of support (ethos, pathos, and logos).
d. Understand traditional methods of evaluating audience.
e. Conduct relevant research to inform support for the student’s claim.
f. Paraphrase a source’s meaning and point of view concisely, accurately, and fairly.

The Research Paper:

The process of writing the researched position paper is of great importance in 1302 because the university expects students who pass 1302 to be equipped to write academic research papers in their chosen disciplines. Generally, before writing the researched position paper, students should have knowledge of issues, claims, support, audience, research, documenting sources and dominant argument theories. These following assignments will be used to develop your research topic:
b. Exploratory Paper.
c. Annotated Bibliography (with a minimum of ten sources).
d. Researched Position Paper

**Grade Weighting and Assignments:** Your final grade for this course is based on a **1000 point scale**, calculated in the following manner:

- Toulmin Project- 250 points
- Issue Proposal- 50 points
- Annotated Bibliography- 150 points
- Exploratory Essay- 200 points
- Research Position Paper- 250 points
- In-Class Exams- 100 points

**Grading Scale:**

- A=900-1000
- B=800-899
- C=700-799
- F=0-699

Grades in FYE are A, B, C, F, and Z. The Z grade is reserved for those students who attend class regularly, participate actively, and complete all the assignments 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. The F grade, which does negatively affect one’s GPA, goes to students who fail to write well enough to earn a passing grade, do not attend class regularly, do not participate actively, and/or do not complete assigned work.

**Drafts, Revisions, and Final Papers:**
The page minimums of all assignments are based on double-spaced typed texts with 1-inch margins and Times New Roman 12 font. All your typed work must have your name, my name, and the date at the top of the first page, with page numbers on all following pages.

You will always need to make copies of your drafts before you come to class on peer workshop days. Additionally, students will receive individual feedback from me in the form of comments on pre-writing and drafts of early assignments. **All drafts, comments, and peer review materials must be turned in with the final draft.** These essay assignments must be turned in on the due date in a **two-pocket folder (no file folders or binders)**. Students will place the
stapled final copy in the right hand side of the folder. In addition, students will place ALL required pre-writing materials, rough drafts, peer review worksheets, and teacher conference worksheets (when completed) on the left side of the folder. Papers that do not fulfill these requirements will not be accepted, and will be counted as late until a conforming submission is received. Students may be asked to provide an electronic copy and/or to sign a voluntary release form which authorizes the instructor to share their work with others for instructional purposes.

**Late papers will be deducted one letter grade each day (including non-class days) that they are not turned in.**

**Peer Reviews:**

Each essay assignment will include mandatory peer review workshops. Students will be required to include all peer review materials in the paper’s final folder in order to receive full credit. *It is very important that you attend class on peer review days, as you will not be able to make-up these points. If you come to class without a draft you will be asked to leave and will not receive credit for being in class that day.*

**Revision Policy:**

Re-writing is an important means for improving both the writing process and the final product. Students have the option of revising the Toulmin Analysis Paper and the Exploratory Paper after they have been graded. Students must request a rewrite opportunity immediately upon receipt of their graded essay, and will have one week to revise and resubmit the paper. To be eligible for a revised grade, a re-written essay must be substantially changed in both form and content. Revision does not simply mean making grammatical and spelling corrections as they appear marked on the initial paper. The original graded draft must accompany the re-written copy, with all changes highlighted by the student. Also note that points lost due to missing process work (drafts, peer review, etc.) cannot be regained through revision. The grade for the rewritten paper will be averaged with the previous grade.

**Required Project Submissions:**

Drafts will be checked to see that page requirements have been met and some degree of revision/change/thoughtfulness has gone into each draft. However, drafts will not be evaluated in the sense that no grade will be given. *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.

**Attendance:**

If you miss more than ten classes (unless it is a religious, military, or University sanctioned sport
or activity) it will cause a reduction of your final grade. For every day over ten missed, you will receive 3 points off your final average. If you are absent from class on days when we are participating in peer workshops, you are responsible for emailing your drafts to the members of your group. If you miss an in-class exam you cannot take it at a later date.

**Tardy Policy:**

Four tardies will equal one absence. If you enter the class 10 minutes late, or leave class early, you will be counted absent for the day. If you are tardy, make sure to be quiet while entering class. If you need to talk to me about the reason you are late speak with me during my office hours, or by e-mail.

**Classroom Participation:**

Attendance in class means more than your presence in a desk. Students are expected to come to class prepared to discuss reading and writing assignments. Your active participation in discussion means that all cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed.

I prefer not to hear excuses for missed assignments or classes unless they relate to an emergency or critical situation. Keep in mind that sleep is essential to brainpower, so try to get enough. Sleep, however, is HOMEwork…not CLASSwork.

**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 advisor (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.

**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 Spring 2010, 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 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 handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

**Counseling Services:**

Counseling Services, located in 216 Davis Hall (272-3671), offers many academic and personal services. Individual guidance and group training sessions are available in reading, time management, note taking, test preparation, and other study skills. There are also regularly scheduled seminars on both academic subjects and career development, all taught by qualified counselors. Trained peer counselors teach a one-credit course in “College Adjustment” to small classes of first year students; topics include academic skill building, time management, and an introduction to services available on the UTA campus. Learning specialists are available to discuss learning disabilities. The office is open Monday through Friday 7:30 a.m. to 5:00 p.m., and stays open until 7:00 p.m. on Mondays and Thursdays.

**Students Obtaining Academic Readiness (SOAR):**

The SOAR program (132 Hammond Hall; 272-3684 or 272-2717) is the largest tutoring service
on campus, offering free tutorial assistance (once or twice per week) to students who qualify in one of three ways: income eligibility, documented physical or learning disability, or being a first generation college student (neither parent has a four-year college degree). SOAR Cost-Share Tutorial offers individual tutoring by appointment to any UTA student for $6.50 per hour, which is billed to the student's UTA account. SOAR no longer offers lab assistance for the THEA, but tutorial assistance is available. SOAR hours are M-F 8-5 and W-R 5-7 p.m. For more information and course listings, please refer to the website: http://www.uta.edu/soar.

**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. They include learning assistance, developmental education, advising and mentoring, admissions 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.

**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.

**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. 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. Students are responsible for checking their email regularly.

Civility 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).

Engaging in disruptive student conduct in this classroom is subject to penalties ranging from the student being told to leave the class and forfeiting all points earned on that day to more severe penalties as prescribed by the Office of Student Judicial Affairs.
CALENDAR OF ASSIGNMENTS

Week 1:
Wednesday (1/20)
  Go over Syllabus
  Introduction to Chapter 1
  HW: EA 38-44
Friday (1/22)
  Introduction to Logos, Pathos and Ethos
  HW: EA 45-59

APPEALS TO ARGUMENT

Week 2:
Monday (1/25)
  Pathos Discussion and Exercise
  HW: EA 60-77
Wednesday (1/27)
  Ethos Discussion and Exercise
  HW: EA 78-101
Friday (1/29)
  Logos Discussion and Exercise
  Introduction of First Paper Topic: Toulmin Paper
  HW: EA 139-165

TOULMIN ANALYSIS

Week 3:
Monday (2/1)
  Overview of Toulmin Analysis and Visual Exercise
  HW: Review Chapter 6
Wednesday (2/3)—CENSUS DAY
  Toulmin Analysis and Argument Exercise
  HW: “One Picture Is Worth a Thousand Diets,” W. Goodman
Friday (2/5)
  Toulmin Analysis and Argument Exercise
  In-Class Exam #1
  Handing Out Two Sample Essays to Analyze for Toulmin Paper
  HW: “Facebook: Why I Love It,” Kurt Soller and “Facebook: Why I Hate It,” Sarah Kliff
Week 4:
Monday (2/8)
  Toulmin Analysis and Argument
  HW: “Revolution IS U.S.,” Thomas Friedman
Wednesday (2/10)
  Intellectual Property, Academic Integrity, and Avoiding Plagiarism
  HW: Complete Draft 1 of Toulmin Analysis (needs to be 3 pages and bring 2 copies of draft to class for peer review—if you do not have a draft for Friday you will be asked to leave the classroom and will not receive credit for the day).
Friday (2/12)
  Peer Workshop of Draft #1 of Toulmin Paper
  HW: Work on Toulmin Paper

TYPES OF CLAIMS

Week 5:
Monday (2/15)
  Introduction to Issue Proposal and Annotations
  HW: EA 174-99
Wednesday (2/17)
  Arguments of Fact and Exercise
  In-Class Exam #2
  HW: EA 217-39, Work on Toulmin Paper
Friday (2/19)
  TOULMIN ANALYSIS DUE!
  Arguments of Definition and Exercise
  HW: EA 250-73

Week 6:
Monday (2/22)
  Arguments of Evaluations and Exercise
  HW: EA 335-350
Wednesday (2/24)
  Arguments of Proposal; Examining the Rhetorical Situation
  Connection of Rhetorical Situation and the Exploratory Paper
  HW: Finish Issue Proposal
Friday (2/26)
  ISSUE PROPOSAL DUE!
  Visual Arguments and Rhetoric
  HW: EA 411-437, Work on Annotations
VISUAL ARGUMENTS

Week 7:
Monday (3/1)
   Exploring Television Culture and Argument
   **HW: EA 393-409, work on Annotations**
Wednesday (3/3)
   Exploring Humor in Ads
   **In-Class Exam #3**
   **HW: EA 369-90, work on Annotations**
Friday (3/5)
   **ANNOTATIONS DUE!**
   Style in Argument and Movie Exercise
   **HW: Exploratory Paper (needs to be 3 pages and bring 2 copies of draft to class for peer review—if you do not have a draft for Monday you will be asked to leave the classroom and will not receive credit for the day)**

PREPARING FOR RESEARCH

Week 8:
Monday (3/8)
   Peer Workshop for Exploratory Paper Draft #1
   **HW: Review EA 549-68.**
Wednesday (3/10)
   MLA Exercises
Friday (3/12)
   Cont. MLA Exercise
   **HW: Have fun!!**

Week 9:
SPRING BREAK!!

Week 10:
Monday (3/22)
   Exploration Exercise, exploratory paper topic discussion.
Wednesday (3/24)
   Library Day
   **HW: Exploratory Paper (needs to be 4-6 pages and bring 2 copies of draft to class for peer review—if you do not have a draft for Friday you will be asked to leave**
the classroom and will not receive credit for the day)

Friday (3/26)—LAST DAY TO DROP THE COURSE
Peer Workshop for Exploratory Paper Draft #2
HW: Work on Exploratory Paper

Week 11:
Monday (3/29)
EXPLORATORY PAPER DUE!
Discussion of Research Paper Topic
HW: EA 469-89

Wednesday (3/31)
What counts as Evidence Exercise and Discussion
In-Class Exam #4
HW: EA 528-50

Friday (4/2)
Evaluating Sources Exercise and Discussion
HW: Work on Research Paper (needs to be 2-3 pages and bring the draft to the conference—if you do not have a draft [or do not attend] for the conference you will take an absence and will be deducted 2% off of your final grade)

Week 12:
Monday (4/5)
CONFERENCE DAY—NO CLASS

Wednesday (4/7)
CONFERENCE DAY—NO CLASS

Friday (4/9)
Integrating Quotes and a Review of They Say I Say
HW: They Say I Say Chapters 5-7 (copies of these chapters provided by .pdf files)

Week 13:
Monday (4/12)
Integrating Quotes Exercise and the Research Paper

Wednesday (4/14)
Integrating Quotes Exercise and the Research Paper cont.
HW: Work on Research Paper (needs to be 4-5 pages and bring 2 copies of draft to the workshop— if you do not have a draft for Friday you will be asked to leave the classroom and will not receive credit for the day)

Friday (4/16)
Peer Workshop for Draft #2 of Research Paper
HW: EA 491-500
FALLACIES

Week 14:
Monday (4/19)
   Part One of Fallacies Exercise
   **HW: EA 500-512**
Wednesday (4/21)
   Part Two of Fallacies Exercise
   **HW: Work on Research Paper**
Friday (4/23)
   **RESEARCH PAPER DUE!**
   Discussion of Research Presentations
   **HW: “Academic Bill of Rights,” David Horowitz**

Week 15:
Monday (4/26)
   Discussion of Article and Fallacies
   **In-Class Exam #5**
   **HW: Video Clips of the “Colbert Report” and John Stewart’s “The Daily Show” (will be given links to shows by e-mail)**
Wednesday (4/28)
   Discussion of Fallacies of Video Clips
   **HW: Video Clips of News Programs/Speeches (will be given links to shows by e-mail)**
Friday (4/30)
   Discussion of Video Clips and Fallacies

Week 16:
Monday (5/3)
   Presentations of Research Paper
Wednesday (5/5)
   Presentations of Research Paper
Friday (5/7)
   Presentations of Research Paper