English 1302: Reading, Writing, and Critical Thinking II

English 1302.003 (PH 102)
Summer II, 2011

Instructor: Dr. Hubnik
1302.003 – MTWR 1:00 – 3:00
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English 1302: Introduction to Critical Thinking, Reading, and Writing II is a course that builds on the skills learned in English 1301 by providing a more extensive introduction to rhetorical and argument theories. Students learn to identify a controversial issue independently, research that issue by navigating library databases, compile a bibliography of relevant sources, map the conversation surrounding the issue, and advocate their own position by developing claims supported by good reasons and evidence. Students continue to practice recursive reading and writing processes and develop a more sophisticated awareness of context and audience.

ENGL 1302 Expected 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, exigence, constraints, genre, tone, diction, syntax, and structure to produce situation-appropriate argumentative texts, including texts that move beyond formulaic structures
• Know and use special terminology for analyzing and producing arguments
• Practice and analyze informal logic as used in argumentative texts

Critical Reading, Thinking, and Writing
• Understand the interactions among critical thinking, critical reading, and writing
• Integrate personal experiences, values, and beliefs into larger social conversations and contexts
• Find, evaluate, and analyze primary and secondary sources for appropriateness, timeliness, and validity
• Produce situation-appropriate argumentative texts that synthesize sources with their own ideas and advance the conversation on an important issue
• Provide valid, reliable, and appropriate support for claims, and analyze evidentiary support in others’ texts

Processes
• Practice flexible strategies for generating, revising, and editing complex argumentative texts
• Engage in all stages of advanced, independent library research
• Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
• Use the collaborative and social aspects of writing to critique their own and others’ arguments

Conventions
• Apply and develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics, and be aware of the field-specific nature of these conventions
• 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.
Wood, Perspectives on Argument 6th edition

Detailed descriptions of Major Assignments can be found on the class website as individual documents.

- **Research Assignment**: This paper (divided into 3 parts) is designed to help students begin their research on a topic of their choice. Students are required to find eight (8) outside journal articles, correctly cite them using MLA style formatting, and provide a brief annotation.

- **Issue Proposal**: This paper asks students to do preliminary investigative work on an issue about which they will write throughout the semester. Students are required to write a 1–2 page double-spaced paper in which they analyze their own pre-knowledge about an issue and make initial discoveries concerning that issue.

- **Exploratory Paper**: This paper will build on the Issue Proposal and require students to find and analyze an additional two (2) outside academic sources on an issue of your choice, including but not limited to books, magazines, films, journals, and approved websites. Students are required to write a 5-7 double-spaced page paper that discusses at least three specific views or positions on the topic the student has chosen.

- **Researched Position Paper**: This paper will build upon the exploratory paper, requiring students to pick a position they addressed in their exploratory paper. Then students will write an original claim and use outside academic resources that help support or develop their claim. Students must then write a 7–10 double spaced page paper, using MLA style formatting, that develops and supports their claim based on their research. Along with this paper, students are required to submit a Toulmin analysis of their own argument and present their research to the class in a grouped oral presentation.

- **Toulmin Project**: After students are divided into groups, each group will have to sketch out an advertisement using Toulmin argumentative strategies. This argument will revolve around a prompt presented to you in class. After each group has presented their visual arguments, the class will discuss and analyze them according to the aforementioned features of visual argument.

- **Rogerian Paper**: This paper will ask students to write about an issue using the Rogerian method of argumentation. This approach is centered on creating common ground and reducing conflict. Students must write a 2–3 page paper to complete this assignment.

- **Peer Reviews**: Each essay will include mandatory peer review workshops. You 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.**

**Grades.** Grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students’ educational experiences at UTA.

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.

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.

Your final grade for this course will consist of the following:
Quizzes (Lowest one dropped) 10%
Research Assignments 15%
Toulmin Project & Presentation 15%
Issue Proposal* 10%
Exploratory Paper* 15%
Researched Position Paper 25%
Class Assignments/Group Work 10%

Total 100%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69% and below; Z=see the Z grade policy above.

All major essay projects must be completed to pass the course. If you fail to complete an Researched Position Paper, you will fail the course, regardless of your average. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and other materials for that project. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

Late Assignments. Papers are due at the beginning of class on the due date specified. There is not a late policy for this class – so if your essay is not submitted on the due date, IT WILL NOT BE ACCEPTED. PERIOD. Quizzes cannot be made up. There are no exceptions to the late policy.

Revision policy. You will be allowed to rewrite the Issue Proposal and the Exploratory Paper one time each if you receive a grade lower than an A and would like to raise the grade. I will average the grade on the rewrite with the original grade on the essay. Rewrites are due THREE DAYS after I return the essay to you (not including weekends). However, before you begin a rewrite, you should have a conference with me to outline your revision plan. In order to improve your grade through rewriting, you must do a substantial revision of your paper, but I am happy to help you do so.

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 ENGL 1301. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.

Because much of the work you will be doing is designed to do in groups, your attendance is EXTREMELY important to the success of both your learning experience and the success of the class. You are allowed (2) unexcused absences. Each additional absence will result in the lowering of your final grade by one letter grade. No absences excuse you from the work you will be assigned in this class. It is your responsibility to contact the instructor in the event that you will not be able to attend class due to some misfortune. I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day’s activities. Habitual tardiness is one indication of poor time management and life preparation.

Classroom behavior. Class sessions are long, but fast paced and require your full attention. All cell phones, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and any additional readings required (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. I prefer a casual and fun atmosphere, however, that does not mean the course will be easy. I have very high standards and expectations. I am well aware that each of you has
commitments beyond this English course, as I do. Part of being a successful student includes learning to balance all of those commitments. 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.

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 or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Academic Integrity. 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 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 and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

Americans with Disabilities Act. The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Drop Policy. Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Writing Center. The Writing Center, Room 411 in the Central Library, provides tutoring for any UTA student with a writing assignment. Writing Center tutors are carefully chosen and trained, and they can help students at any stage of their writing processes, 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 students’ errors or rewrite the assignment for them, but tutors will help students become better editors of their own writing. Tutors are familiar with the requirements for most assignments in first-year English classes. Tutoring sessions last no longer than 30
minutes, and students are limited to one tutoring session a day and two sessions a week. Students can schedule Writing Center appointments by logging in to www.rich37.com/uta. During their first visit to the web site, students must complete a brief registration form. On subsequent visits, they can go directly to the schedule to make their appointments. Students who come to the Writing Center without an appointment are helped on a first-come, first-served basis as tutors become available. During long semesters, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. For summer hours or for additional information, students should visit the Writing Center web site, www.uta.edu/ow.

Library Research Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments:

*Paper’s Due Drop Inn.* The Paper’s Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, in room B20 (located in the basement of Central Library), librarians will be available to assist students with research and/or citation. On most days, there will also be a tutor available from the Writing Center who can help with any problems students may have with organizing or writing papers.

*Course-Specific Guides.* All First-Year English courses have access to research guides that assist students with required research. To access the guides go to http://libguides.uta.edu. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help.

*Virtual Office Hours.* Librarians who specialize in first-year students will be available online two evenings each week to assist students with research and citation. The ENGL 1301 and ENGL 1302 research guides include a chat box that makes it possible to IM a librarian without logging in to your own account. This page will also indicate the exact days/times the service is available. During Virtual Office Hours, students can IM the librarian at utavoh.

*Additional Academic Resources.* The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

*Electronic Communication Policy.* All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

*Conferences and Questions:* I have four regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.
Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

Week 1:
07/12 T Introduction
What/Where is Argument?
Issue Proposal Overview
Library Research Overview
07/13 W The Rhetorical Situation Discussion and workshop
Read: Chapter 3
Due: Quiz
07/14 R Reading, Thinking, and Writing About Issues
Read: Chapter 4
Due: Quiz
Reading, Thinking, and Writing about Argument Workshop
Research Assignment Overview

Week 2:
07/18 M The Toulmin Model Discussion
Read: Chapter 5
Due: Quiz
Due: Issue Proposal
07/19 T Warrant Workshop
Exploratory Paper Overview
07/20 W Toulmin Analysis Workshop – Speeches
Read: On Women’s Right to Vote
Toulmin Analysis Workshop – Advertising
07/21 R Exploratory Paper Peer Critique
Due: Exploratory Paper Rough Draft
Toulmin Analysis Workshop – Editorials/Articles

Week 3:
07/25 M Toulmin Analysis Workshop – Essays
Read: A Modest Proposal
Toulmin Project Overview
Due: Exploratory Paper Final Project
Due: Research Assignment #1
07/26 T Toulmin Project Workshop
07/27 W Toulmin Out-of-Class Workday – NO CLASS
07/28 R Toulmin Presentations
Research Position Paper Overview
Due: Toulmin Project Packets
Due: Research Assignment #2

Week 4:
08/01 M Types of Claims Discussion and Workshop
Read: Chapter 6
Due: Quiz
Proofs Discussion and Workshop
Read: Chapter 7
Due: Quiz
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<td>Fallacies Discussion and Workshop</td>
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<td><strong>Read: Chapter 8</strong></td>
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<td><strong>Due: Quiz</strong></td>
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<td>08/03</td>
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<td>Position Paper Workshop – Organizational Methods and Writing for an Audience</td>
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<td><strong>Due: Research Assignment #3</strong></td>
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<td>08/04</td>
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<td>Visual Argument Discussion and Workshop</td>
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<td><strong>Read: Chapter 9</strong></td>
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**Week 5:**

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<td>M</td>
<td>Musical Argument Workshop</td>
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<td>08/09</td>
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<td>Position Paper Peer Critique Session</td>
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<td><strong>Due: Position Paper Rough Draft</strong></td>
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<td>08/10</td>
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<td>Argument in Literature</td>
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<td><strong>Read: Chapter 14</strong></td>
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<td><strong>Read: Antony’s Funeral Speech for Caesar</strong></td>
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<td><strong>Due: Quiz</strong></td>
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<td>08/11</td>
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<td><strong>Due: Position Paper Final Project</strong></td>
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