English 1302: Critical Reading, Thinking, and Writing

Course Information: ENGL 1302.002; Summer 2 2011
MTWTh 10:30am - 12:30pm; Preston Hall Rm. 101
Instructor: Todd Womble
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Office: Carlisle 403
Office Hours: MTWTh 9:30am - 10:15am; or by appointment

Course Description

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 Materials:

· Graff and Birkenstein, They Say/I Say 2nd edition.
· First-Year Writing: Perspectives on Argument (UTA custom textbook).
· Paper, writing utensils, active e-mail address, and access to a computer.

Major Assignments

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Issue Proposal:</td>
<td>15%</td>
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<tr>
<td>Annotated Bibliography:</td>
<td>20%</td>
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<tr>
<td>Exploratory Paper:</td>
<td>25%</td>
</tr>
<tr>
<td>Researched Position Paper:</td>
<td>30%</td>
</tr>
<tr>
<td>Participation/Homework:</td>
<td>10%</td>
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**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. **
All papers must be formatted according to MLA guidelines. Use your textbooks and other resources to ensure that you follow correct MLA formatting for all assignments. *You MUST submit every required draft in order to receive credit for each paper. Failing to turn in a rough draft will result in a failing grade on that paper. In order for me to assess the process you undergo in your writing, you must actually complete all of the necessary steps of the writing process.*

**Description of Major Assignment:**

**Issue Proposal (3-5 pages)**

The Issue Proposal will help you organize and develop your thoughts for the longer papers in this class. As you consider possible issues for your research, you may want to do some background reading to make sure that (1) you are truly interested in the issue, (2) your issue is current enough to allow you to find sources published within the last five years, and (3) you can find enough sources to support sustained research on the topic.

**Annotated Bibliography (at least 10 sources)**

An annotated bibliography is a list of sources on a specific topic that includes a summary of each source as well as a critical appraisal of the source. As you research your topic, you will develop an annotated bibliography of relevant sources. Your final annotated bibliography should include annotations for at least 10 sources that represent multiple perspectives on your issue.

**Exploratory Essay (4-6 pages)**

In this essay you will identify an issue for readers. The goal is to present the rhetorical situation for your audience and describe at least four perspectives on the issue. You will explain the *so what?* and *who cares?* of the issue without taking a side.

**Researched Position Paper (5-10 pages)**

For this paper, you will practice joining—and advancing—a preexisting conversation. You will generate your own reasons and support them with evidence gained from outside sources (logos), establish credibility (ethos) by synthesizing those sources responsibly and effectively, all while appealing to the emotions and values of the audience you choose to address (pathos).

**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.

Late Work
All essay projects are due at the beginning of class on the due date; failure to do so will result in late penalties. Essays turned in late will receive a 10% reduction per day late. For example, if the paper is due on a Thursday, turning the paper in on Monday will result in a 40% deduction (since this is 4 days after the due date). While turning a paper in late is a possibility, doing so will greatly decrease a student’s chances at receiving a passing grade on a paper. Make sure you use the time that you have and that you plan accordingly to ensure that you turn in all essays completed and on time. For minor assignments, including reading responses and homework, late work will not be accepted.

Revision Policy
Revision is an important means for improving both the writing process and the final product. Students have the option of revising two major assignments—the Issue Proposal and Exploratory Essay—after they have been graded. The original grade and revision grade will be averaged to arrive at the student’s final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade. In order to receive a revised grade on an essay, you must make substantive changes to your original draft - simply changing grammar and formatting mistakes will not earn you a higher grade.

Participation
Participation is an integral part of this course. Just as you expect your instructor to come to class prepared, I expect you to come ready to discuss readings and writing assignments. Your participation grade is determined by the level of effort and participation you put into our daily class meetings. To receive full participation credit, doing things like asking or answering questions in class, volunteering to read aloud, or simply being active in general in our meetings are sound practices. Sitting in the back of the room with your head down, not participating in class discussions, or being disrespectful or offensive in class are ways to lose participation points. Participation will also be based on written in-class and out-of-class assignments. Students who are absent or who do not turn in these assignments will not receive any participation points for that day of class. Participation will be graded every week. In the grade book, you will receive
a specific numerical grade (95, 85, 75, or 0) that will reflect your active participation in and out of class. On a weekly basis, I will inform you of your level of participation, and I will let you know when I feel like you need to participate more.

**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 1302. Students are expected to attend class regularly and to arrive on time. Tardiness is strongly frowned upon. If you do not arrive within 10 minutes of class beginning, you will be considered absent. Two absences are permitted – I do not distinguish between excused and unexcused absences – so use them wisely. I will only accept excused absences for: official university activities, military service, illness with doctor’s note, and/or religious holidays. Students must inform the instructor in writing in advance of an excused absence.

After accruing two unexcused absences, students will be penalized 2% off their final grade for each additional absence. 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.

**Classroom Behavior**
Class sessions are short and require your full attention. 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. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) 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. Professors are to be addressed appropriately and communicated with professionally.

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](http://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, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Spring 2011, 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. You may schedule appointments online at uta.mywconline.com, 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.

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 office hours before each class meeting. 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 my 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
I have tried to make this syllabus 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. Students will be informed of any changes in writing.