English 1302. Argumentation Theory: Reading, Writing, and Critical Thinking II

Instructor: Nathan Brown

Course Information: 1302 Sections 020, 025; Time MWF 10-10:50 AM, 11-11:50 AM
Room: 1302-020 in PH101; 1301-025
Office: Carlisle 607
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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

Required Materials:
- Paper, writing utensils, active e-mail address, and access to a computer and Internet.
- Depending on what you choose to do for your final paper, you may also need to acquire a novel/book-length work of fiction that you have read or can effectively complete reading within the first few weeks of the semester

Grades
Grades in FYC 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 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.

**Grade Scale (1000 Point Scale)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Issue Proposal</td>
<td>50</td>
</tr>
<tr>
<td>Toulmin Analysis</td>
<td>150</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Exploratory Paper</td>
<td>250</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>350</td>
</tr>
<tr>
<td>Average of daily assigns.*</td>
<td>100</td>
</tr>
<tr>
<td>1000 Possible Points</td>
<td></td>
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</tbody>
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*Daily assigns. are such things as the review questions for assigned readings, etc.

**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. 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. Late papers will be penalized TEN POINTS PER DAY LATE. NO LATE WORK WILL BE ACCEPTED if more than a week late.

I am not an unreasonable man, and I am aware that “stuff” happens, so please come and talk to me if you fear that for some reason you may not be able to turn in an assignment on time and I’ll do my best to work things out with you.

FYI – No matter what you may have heard, I am neither a PSYCHIC nor a NINJA! If you do not come to see me (or in some other way make contact with me) when you are having problems, I CAN’T HELP YOU! If you don’t contact me or come to see me in my office, then I am NOT obligated to chase you down! If my office hours conflict with your schedule, let me know and I will schedule a more convenient time for you. I am always willing to make time for students.

**Re-write Policy.** Re-writing is an important means for improving both the writing process and the final product. Students have the option of revising two major essays after grading (for this course,
Rewrites will be allowed for the Toulmin Analysis and Exploratory Paper only). Rewrites will be evaluated on a scale of 1-20 points, which will then be added to the previous grade. An unacceptable rewrite can and will receive 0 points. The last major paper (the Final Research Paper), once submitted for grading, cannot be rewritten for a higher grade.

**Attendance Policy.** Regular class attendance is expected. Roll will be taken regularly. After a 5th unexcused absence, every two absences will drop your final course grade by one full letter (or -100 Points). Two late arrivals (if you are not here when I take role, then that means you are late) are equal to one unexcused absence. Please keep track of your attendance, as it is not my responsibility to inform you when you have too many. “Excused absences” include official university activities, religious holidays, authorized military service, and/or illness with a physician’s note. Excused absences, however, DO NOT EXCUSE STUDENTS FROM TURNING IN WORK ON TIME!

**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 Spring 2010, 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.

**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.

**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.** The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. 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. 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. Students are responsible for checking their email regularly.

**Class Disruption.** UTA Policy states “students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that’s intended to obstruct, disrupt, or interfere with, or in fact 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.” Also, disrespectful, offensive, or insulting behavior, toward the instructor or other students, will not be tolerated and could lead to your removal from the course.
Week 1
1/20 – Syllabus Handout and Course Introduction
1/22 – Introduction to argumentation

Week 2
1/25 – READ PERSPECTIVES ON ARGUMENT, Ch. 1 and Review Questions
1/27 – ISSUE PROPOSAL prompts handed out
1/29 – Class discussion of current events and/or situations appropriate for argumentation

Week 3
2/1 – READ PERSPECTIVES ON ARGUMENT, Ch. 3 and Review Questions
2/3 – Census Date, continue class discussion of PERSPECTIVES ON ARGUMENT, Ch. 3
2/5 – ISSUE PROPOSAL ROUGH DRAFTS DUE for in-class peer review

Week 4
2/8 – READ PERSPECTIVES ON ARGUMENT, Ch. 5 and Review Questions
2/10 – Continue discussion of Ch. 5 and introduction to “Stasis Theory”
2/12 – ISSUE PROPOSAL FINAL DRAFT (w/ ALL preparatory materials) DUE

Week 5
2/15 – Introduction to Toulmin Analysis, Toulmin Analysis Essay (TA) prompt handed out
2/17 – continue discussion of Toulmin Analysis
2/19 – TA ROUGH DRAFTS DUE for in-class peer review

Week 6
2/22 – continue TA peer reviews, Mechanics week (Spelling, Punctuation, Grammar, and Style)
2/24 – Mechanics week (Spelling, Punctuation, Grammar, and Style)
2/26 – Mechanics week (Spelling, Punctuation, Grammar, and Style)

Week 7
3/1 – TA SECOND DRAFTS DUE for peer review #2
3/3 – continue peer reviews
3/5 – TA FINAL DRAFTS DUE, MLA Citation and creating an Annotated Bibliography

Week 8
3/8 – MLA Citation and creating an Annotated Bibliography
3/10 – Library Workshop on MLA Citation
3/12 – ANNOTATED BIBLIOGRAPHIES DUE

Week 9
3/15 – SPRING BREAK
3/17 – SPRING BREAK
3/19 – SPRING BREAK

Week 10
3/22 – READ PERSPECTIVES ON ARGUMENT, Ch. 6 and Review Questions
3/24 – Continue discussion of PERSPECTIVES ON ARGUMENT, Ch. 6
3/26 - READ PERSPECTIVES ON ARGUMENT, Ch. 10 and Review Questions

Week 11
2/29 – Introduction to Exploratory Papers (EP); EP assignment prompt handed out
3/31 – Continue discussion of EPs, MIDTERM CONSULTATION SIGN-UPS
4/2 – Continue discussion of EPs LAST DAY TO DROP, MIDTERM CONSULTATION SIGN-UPS

Week 12
4/5 – MIDTERM CONSULTATIONS (No Class, but you must be in my office in Carlisle 607 at your scheduled time)
Tuesday 4/6 – MIDTERM CONSULTATIONS
4/7 – Continue discussion of EPs
4/9 - EP ROUGH DRAFTS DUE for in-class peer reviews

Week 13
4/12 – Continue EP in-class peer reviews
4/14 – EP final draft DUE, READ PERSPECTIVES ON ARGUMENT, Ch. 11 and do Review Questions
4/16 – Continue discussion of PERSPECTIVES ON ARGUMENT, Ch. 11

Week 14
4/19 – Research Paper (RP) ROUGH DRAFTS DUE for in-class peer review
4/21 – Continue RP Peer Reviews
4/23 – READ PERSPECTIVES ON ARGUMENT, Ch. 13 and do Review Questions

Week 15
4/26 – Continue discussion of PERSPECTIVES ON ARGUMENT, Ch. 13
4/28 – RP SECOND DRAFTS DUE for in-class peer review, FINAL CONSULTATION SIGN-UPS
4/30 – Continue RP SECOND DRAFTS peer reviews, FINAL CONSULTATION SIGN-UPS

Week 16
5/3 – FINAL CONSULTATIONS (No Class, but you must be in my office in Carlisle 607 at your scheduled time)
Tuesday 5/4 – FINAL CONSULTATIONS
5/5 – Continue RP SECOND DRAFTS peer reviews
5/7 – RESEARCH PAPER FINAL DRAFTS DUE

FAREWELL …
Mr. Brown’s Top Ten Tips

1. Avoid beginning sentences with ANY of the following words, if at all possible (these words belong IN THE SENTENCE … between the clauses … not in front of them!):
   - It
   - And
   - But
   - Because

2. **PROOFREAD** your essays and/or have others proofread your paper, as long as they do it well (Sadly, your parents are not always the best choice for this job)!

3. Do NOT use words that **you do not understand**. “You keep on using that word. I do not think it means what you think it means.” – Inigo Montoya

4. Do NOT put trust in the spellchecker, as it is an evil and malevolent deceiver of minds.

5. Do NOT use slang terms/phrases in essays, unless you are quoting dialogue. For example, “I was all buggin’ cause she was all up in my kool-aid and she didn’t know the flavor. It was all good though cause my boys had my back.”

6. Do NOT use words such as **ALL** or **LIKE** all the time. For example, “I was all worried and stuff, because I like thought my parents would like kill me and stuff if I didn’t like make a good grade and stuff.

7. Do NOT end clauses, ideas, phrases or sentences with the words **“and stuff.”** In fact, just don’t use “and stuff” in an essay. **Seriously … “AND STUFF”?**

8. Keep words sacred, and do not desecrate them in silly text message abbreviations such as OMG, LOL, WTF, LMAO, or the dreaded ROFLMAO (also known as the demon Raw-full-mao)

9. **AVOID USING “YOU” VOICE.** For example, try not to use “you” phrases that might not apply to all readers, such as “You never know when the ninja monkeys will come for you.” Instead, try using phrases such as, “One never knows when the ninja monkeys will come.” Or “A person never knows when the ninja monkeys will come for him or her.”

10. Observe and comply with the almighty MLA Format and spread its good news throughout the land (or, at least, the classroom).