English 1302: Reading, Writing, and Critical Thinking II
SYLLABUS

Instructor: Prof. Johansen Quijano Cruz
E-Mail: quijano@uta.edu
Course Code: ENGL 1302
Course Name: Reading, Writing, and Critical Thinking II
Section: 008 and 011
Class Hours: Monday – Wednesday – Friday 10:00 – 10:50 and 11:00 – 11:50
Room: PH 202
Credits: 3
Pre-Requisites: NONE
Office Hours: Monday – Wednesday – Friday (12:00 – 1:00)
First Year Writing: Perspectives on Argument.
The Scott, Foresman Writer.

COURSE DESCRIPTION

Continues ENGL 1301, but with an emphasis on advanced techniques of academic argument. Includes issue identification, independent library research, analysis and evaluation of sources, and synthesis of sources with students’ own claims, reasons, and evidence. Prerequisite: Grade of C or better in ENGL 1301.

COURSE OBJECTIVES

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

COURSE GRADING: ASSESSMENT / EVALUATION

Grades. Grades in FYE are A, B, C, F, and Z. **Students must pass 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:

- Responses/Quizzes 10%
- Rogerian In-Class 5%
- Issue Proposal 15%
- Annotated Bibliography 15%
Mapping the Issue 20%
Researched Position Paper 20%
Final In-Class Essay 5%
Class Participation 10%

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.

DESCRIPTION OF MAJOR ASSIGNMENTS

Summary Responses / Reading Responses / Reading Quizzes:
Each summary response / reading response should be two double spaced pages. 
**Summary responses** should include the following: 1) **Summarize**: Begin by stating in your own words the main message or central point of the piece and the major support for the central point. 2) **Respond**: Next, say what you think about the reading and why you respond the way that you do. A critical response is more than an opinion (I liked/didn’t like a reading or agreed/disagreed with a point). To be “critical” requires identifying the criteria that informs your judgment (explaining why you had that response). 3) **Synthesize**: Relate the reading to other texts we have read this semester and/or to class discussion topics. 4) **Engage**: Explain how the reading represents a position in a larger issue, explain the various points of views in the larger debate, state which one (if any) you agree with, and explain why.

Reading quizzes will be assigned if students do not come to class prepared.

Rogerian Essay: For this essay, you will select a controversial topic, analyze the various points of view, and attempt to stimulate open conversation between the different sides.

Issue Proposal: This semester you’ll be conducting research on an issue that you select. For this paper, you will take stock of what you already know about the issue you select, organize and develop your thoughts, and sketch a plan for your research.

Annotated Bibliography: For this assignment you will create a list of at least 10 relevant sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

Mapping the Issue: For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue—all from a completely neutral point of view.

Research Position Paper: In this paper you will explain what your position on your chosen issue is, and why you stand by that position.
**In-Class Essay:** You will be required to write an essay that discusses what you have learned this semester, what you would have liked to discuss in ENGL 1302 and how you hope to apply what you learned.

**Class Participation:** You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. For each thoughtful contribution you make in class you will be awarded one point, up to two per day, at the discretion of the professor. You may win up to a maximum of 50 points.

**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.

**CLASS POLICIES**

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.

**Late Assignments.** Papers are due by the end of class on the due date specified. Reading responses will not be accepted late. Assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission in advance of the due date. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

**Revision policy.** Revision is an important means for improving both the writing process and the final product. Students have the option of revising one of the major essays 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.

**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. 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.

After accruing three unexcused absences in an M/W/F class, students will be penalized 5% 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 and life preparation.

**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) and e-reserve readings (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. 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 guidance on any writing you are assigned while a student at UT-Arlington. During Fall 2011, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 1 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Appointments are for 45 minutes and students should bring a printed copy of their assignment sheet, any instructor or peer comments and their draft to the appointment. You may register and schedule appointments online at [http://uta.mywconline.com](http://uta.mywconline.com).

Writing Center consultants assist students with all aspects of writing, from understanding an assignment to revising an early draft, to polishing a final document. However, the Writing Center is not a document editing service; consultants will not correct or identify every grammar or spelling error, nor will they rewrite student assignments. They will help students focus on improving their writing skills and help students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation and editing errors.

In addition to one-on-one consultations, the Writing Center will offer grammar workshops periodically throughout the semester. During these workshops students will focus on identifying and correcting one of the most common grammar errors and then will participate in a Consultant-led revising and editing session. For more information on these, please see their calendar at at [http://www.uta.edu/owl](http://www.uta.edu/owl).
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, on the 2nd floor of Central Library (to your right when you exit the elevator; to your left when you exit the stairwell), librarians will be available to assist students with research and/or citation. On most days, there will also be a consultant 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](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.

_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](http://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/](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 three 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.

**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.

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Reading Response 1 - Choose a current issue that interests you. Write a brief summary of the issue. Then put in your oar. What do “they” say about the issue? What do you say? Use the templates in the Introduction to help organize your ideas.

Reading Response 2 - Name another current issue that interests you. Why does it interest you? What stake do you have in the issue? What is your position? What are opponents’ positions? Where is there common ground on the issue? Also, bring questions about assignment sequence in general and issue proposal specifically.

Reading Response 3 - Select three possible issues to research this semester. Draft responses to invention questions 1-4 in the Issue Proposal assignment for each issue (*FYW* xliii-xliv).

Reader Response 4 - *FYW* pp. 99-100 Tasks 1 and 2

Reader Response 5 - Select an article from your Annotated Bibliography and analyze its claims and support (see Invention #3 in assignment pg. xli in *FYW*).
English 1302: Reading, Writing, and Critical Thinking II - COURSE CALENDAR

Instructor: Prof. Johansen Quijano Cruz

August 26 – Course Introduction and FYE Policies
Read: Syllabus and FYW pp. xi - xix

August 29 – Diagnostic Essay

August 31 – The Rhetorical Situation
Read: FYW pp. xx – xxiii
Note: Last Day for Registration
Entering the Academic Conversation
Read: TSIS Preface, Introduction, Chapter 9
DUE: Reader Response 1

September 2 – Assignment Sequence
Read: FYW pp. xliii - lxiii
Introduction to Argument
Read: FYW Chapter 1 and TSIS Chapters 1 and 9
DUE: Reader Response 2

September 5 – No Class: Labor Day Holiday

September 7 – Discuss Current Issues
DUE: Reading Response 3
Read: Articles

September 9 – Introduction to the Issue Proposal
Read: Issue Proposal Prompt and Basic Structure

September 12 – Issue Proposal Writing Strategies and In-Class Writing

September 14 – Discussing Sample Issue Proposals
Read: Sample Issue Proposals, FYW pp. xivii – xlviii and Understanding the Evaluation Rubric in Writer pp. xxiii – xxix

September 16 – DUE: Issue Proposal Peer Review

September 19 – Making and Asserting Claims
Read: FYW Chapter 2 and TSIS Chapter 4

September 21 – Reasons and evidence
Read: FYW Chapter 4.
DUE: Reader Response 4

September 23 – Reasons and evidence, cont.
Read: *TSIS* Chapters 2, 3, 5; *SFW* pp. 233-248

September 26 – Library Instruction: Research
DUE: Issue Proposal Draft

September 28 – In-Class work on the Issue Proposal

September 30 – Introduction to the Annotated Bibliography
Read: Annotated Bibliography Prompt, *SFW* 224 - 232
DUE: Issue Proposal Final

October 3 – Sample Annotated Bibliographies and Writing Strategies
Read: Sample Annotated Bibliographies
DUE: Possible Search Terms for your Annotated Bibliography

October 5 – Warranting claims and reasons
Read: *FYW* Chapter 7

October 7 – In-Class Workshop: Warranting Claims and Reasons
Read: Sample Annotated Bibliographies and Articles

October 10 – Library Instruction: MLA

October 12 – DUE: Peer Review

October 14 – In-Class Work on Annotated Bibliography

October 17 – Ethos, pathos, and logos
Read: *FYW* Chapter 3 and “Evaluating Proofs” handout
DUE: Annotated Bibliography

October 19 – Mapping the Issue
Read: Mapping Essay Prompt, *FYW* xlix – lii
DUE: Questions about the Mapping Essay

October 21 – Reporting evidence
Read: *FYW* Chapter 5
DUE: Reader Response 5

October 24 – DUE: Mapping Essay Peer Review

October 26 – Analyzing Sample Mapping Essays
Read: Sample Mapping Essays, FYW liii - lv

October 28 – In-Class Work on the Mapping Essay
October 31 – Assign Researched Position Paper
Read: RPP assignment in FYW pp. lvi-lix.
DUE: Questions about the RPP
DUE: Mapping Essay

November 2 – Looking at Sample RPPs
Read: Sample RPPs

November 4 – Your reader’s role in your argument
Read: FYW Chapter 6, TSIS Chapter 6
DUE: Name the intended audience for your RPP (remember, it must be a person or group with a real address) and explain how you intend to frame your problem/solution for your chosen audience (see FYW p. 128-29 for invention questions).

November 7 – Outlining your argument
Read: FYW Chapter 10
In Class Work Outline of your RPP, including main claim, “so what,” reasons, and support.

November 9 – Making your case
Read: TSIS Chapter 10
In Class Work Draft a paragraph of your RPP in which you include a reason, support your reason with evidence, and include “metacommentary” to clarify or elaborate.

November 11 – Rogerian Argument
Read: FYW Chapter 8
In-Class Where do you have common ground with opponents in your RPP? Draft a paragraph of your RPP in which you highlight your common ground.

November 14 – DUE: Peer Review for the RPP

November 16 – Prof. in Conference. Digital Lecture and Assignment via e-mail
November 18 – Prof. in Conference. Digital Lecture and Assignment via e-mail

November 21 – Research Process
Read: FYW Chapters 11-13.
DUE: Questions about your research process.
DUE: RPP Draft
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<td>November 23</td>
<td>In Class work on the RPP</td>
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<td>November 25</td>
<td><strong>No Class: Thanksgiving Holiday</strong></td>
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<td>November 28</td>
<td>In Class Work on the RPP</td>
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<td>DUE: RPP – RPP Presentations</td>
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