

English 1302: Rhetoric and Composition II

Fall 2021

Instructor: Dr. Rufel Ramos

Course Information: ENGL 1302-020; TuTh 9:30-10:50am, Room TH-218; [Canvas](#) course page.

Office/Hours: Room CARH-519, TuTh 8:30-9:20am and by appointment (virtual meetings in MS Teams)

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ENGL 1302 RHETORIC AND COMPOSITION II:

This course satisfies the University of Texas at Arlington core curriculum requirement in communication. 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. This course focuses on critical engagement with ethical and social issues and the development of academic arguments that communicate a specific point of view. **Prerequisite: Grade of C or better in ENGL 1301.**

Core Objectives:

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills:** To include effective development and expression of ideas through written, oral, and visual communication.
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making.

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

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

- 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:

- Graff and Birkenstein, *They Say/I Say* 5th edition ISBN: 9781324022275
- Available through [Norton as an e-text](https://www.norton.com/theysay5utarlington): digital.wwnorton.com/theysay5utarlington. Cheapest version!

As-Needed Guides/Texts:

- Online Grammar Checkers: [Grammarly](#) and [OnlineCorrection.com](#)
- [“OWL Search Results.”](#) *Purdue Online Writing Lab (OWL)*, Purdue U Writing Lab, Purdue U, 2021, owl.purdue.edu/search.html
- [MLA Final Draft Template file](#) to use for essays: rowenasworld.org/syllabi/ENGL1301/MLAstyleFinalDraft.docx
- Ramos, Rufel. *Structures: A Reluctant Writer’s Guide to College Essays, 2nd ed.* Rowena’s World, 2019, rowenasworld.org/author/Structures2ndEd2019copy.pdf
- [“Research Services.”](#) *UTA Libraries*, UTA, 2021, libraries.uta.edu
- [They Say, I Blog.](#) Edited by Laura J. Davies, WW Norton & Co, 2021, theysayiblog.com
- [They Say/ I Say](#), 4th edition
- [“UTA ENGL1302 Essays: Suggested Outlines with Word Counts”](#) handout, rowenasworld.org/syllabi/ENGL1302/UTA-ENGL1302Outlines.pdf

Description of Graded Work:

- **Issue Proposal (Due 9/30)**: 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 (Due 10/19)**: For this assignment you will create a list of at least 10 relevant and appropriately chosen 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 (Due 11/4)**: 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.
- **Researched Position Paper (Due 12/2)**: For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.
- **Final Presentation (Due 12/2)**: Every student will be required to complete a visual presentation on the work they have done for the Researched Position Paper.
- **Daily Work**: encompasses all homework, in-class writing activities, discussions, etc. Specifically:
 - **1st Week**: Diagnostic Essay & Signed Syllabus Contract
 - **Analytical Writing**: prompts provided.
 - **Class Participation**: Students are given (100) participation points at the beginning of the semester and may lose up to (5) points per class session if they fail to participate in class. Participation includes being in class on time, having all necessary books/materials, and being thoughtfully engaged in activities and discussions (either in the classroom or in the Discussion Board)
 - **Quizzes** may be assigned if students do not come to class prepared and/or to assess reading comprehension/critical thinking.
- **Drafts and Peer Reviews**: working drafts for the Issue Proposal, Annotated Bibliography, Mapping the Issue, and Researched Position Paper; peer review feedback for the working drafts (your own and at least one from your peer group)

Peer Reviews:

Each essay will include mandatory and graded peer review workshops and evaluations of your own and your peer group members’ participation. **It is very important that you participate in peer review, as you will not be able to make up these points.**

Participation Policy:

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. 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, religious holidays, illness, car problems, and family emergencies. Students must inform the instructor in writing (that is, email) at least one week in advance of an excused absence.

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. **As the instructor of this section, I have established the following attendance policy: you have three free absences. Any more than those three will result in a 5-point deduction off your Class Participation grade. However, email me as soon as possible if you will be absent so that your absence can be excused.** Also, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Grades:

Final grades in ENGL 1302 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 participate actively in class, and/or do not complete assigned work.

Your final grade for this course will consist of the following:

Assignments	Subtotal Percentages
• Issue Proposal	15%
• Annotated Bibliography	10%
• Mapping the Issue	20%
• Researched Position Paper	30%
• Final Presentation	5%
• Daily Work	10%
• Drafts & Peer Reviews	10%
TOTAL	100%

Final grades will be calculated as follows: A=90-100%, B=80-89.99%, C=70-79.99%, F=69.99%-and below; Z=see the Z grade policy above.

All major essay projects (IP, AB, MI, and RPP) must be completed to pass the course. If you fail to complete an essay project, you will fail the course, regardless of your average. (Completion means that something is turned in as a "final draft.") **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without

evidence. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Choosing a Topic:

The assignments in English 1302 are set up to build upon one another throughout the course of the semester. Because of this, you will need to pick a topic for the **Issue Proposal** and then **you will stay with that topic for the entire semester**. You may not change your topic without permission from me. If you feel at some point after choosing a topic that you want to change topics, then you will need to make an appointment to see me so that we can discuss what this will require; however, if this happens you will be required to rewrite every assignment you have submitted to reflect the new topic. The new assignments would be graded and that grade would replace the grade you made on your first assignments, regardless of whether that grade is higher or lower.

Do NOT chose these OFF-LIMIT TOPICS as these tend to be so highly controversial and/or well-known topics that students struggle to present an original argument within these topics and oftentimes resort to second-hand arguments as opposed to well-researched, well-supported RPPs: **abortion, animal testing, capital punishment/ death penalty, climate change/ global warming, COVID-19, gun control, LGBTQ+ marriage, marijuana, smoking.**

Paper Reuse Policy: You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

Turning in Assignments to Canvas:

All major assignments (**IP, AB, MI, and RPP**) in this course will be submitted to [Canvas](#). I will not accept any assignments via e-mail. All assignments submitted to Canvas must be saved as a **.docx or .doc file** to ensure that I am able to open them on my computer. **NO Google docs "share" links NOR Apple/ iOs .pages file formats.** It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

Late Assignments:

All assignments are due on the due date specified. The only assignments accepted late will be the final drafts of the four major assignments in this course (IP, AB, MI, and RPP). Analytical Writings/Homework **will not** be accepted late. The four major 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.

Grade Grievances:

First Year English has a specific procedure that must be followed in order for a student to appeal a grade or any other matter related to their 1301/02 class. First, the student must communicate with the instructor in an attempt to resolve any matter in question. The next step is for students to communicate with the Director of First Year English. The Director will then advise students on the next official steps in any appeal process. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For undergraduate courses, see [University Catalog: Grades and Grading Policies](#), catalog.uta.edu/academicregulations/grades/#undergraduatetext, and follow the tabs to the right.

In attempting to resolve any student grievances regarding grades, it is the student's obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not

find the committee's decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.

The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a pre-major or major, has jurisdiction over the student's program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

For issues involving scholastic dishonesty, see the Academic Dishonesty entry in this section of the catalog.

Late Enrollment Policy:

Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

Classroom Behavior:

Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 1302 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.

Classroom Visitors:

Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

Face Covering Policy

While the use of face coverings on campus is no longer mandatory, all students and instructional staff are strongly encouraged to wear face coverings while they are on campus. This is particularly true inside buildings and within classrooms and labs where social distancing is not possible due to limited space. If a student needs accommodations to ensure social distancing in the classroom due to being at high risk they are encouraged to work directly with the Student Access and Resource Center to assist in these accommodations. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk or in their department.

Institutional Policies

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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 or colluding with another to prepare assignments. 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. Additional information is available at the [Office of Community Standards](http://www.uta.edu/conduct/), www.uta.edu/conduct/. Students are encouraged to review these guides on plagiarism: [Research Process: Plagiarism](http://libguides.uta.edu/researchprocess/plagiarism), libguides.uta.edu/researchprocess/plagiarism, and [Copyright & Fair Use: Plagiarism](http://libguides.uta.edu/copyright/plagiarism), libguides.uta.edu/copyright/plagiarism.

Disability Accommodations:

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

[The Office for Students with Disabilities \(OSD\) page](http://www.uta.edu/disability), www.uta.edu/disability, or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at the [OSD page](http://www.uta.edu/disability), www.uta.edu/disability.

[Counseling and Psychological Services \(CAPS\) page](http://www.uta.edu/caps/), www.uta.edu/caps/, or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit the [Equal Opportunity Services page](http://uta.edu/eos), uta.edu/eos

Diversity Statement: The University of Texas at Arlington's Committee on Diversity and Inclusion affirms our strong commitment to maintaining the principles of inclusion and diversity at the core of our university. At a time of uncertainty, we firmly stand behind all our students, faculty, and staff, regardless of national origin, race, ethnicity, religion, disability,

sexual orientation, gender identity, and other differences that make us one of the most diverse college campuses in the country.

Anyone who believes her/his safety has been compromised is encouraged to contact the [Committee on Diversity and Inclusion](#).

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit the [Title IX page](#), www.uta.edu/titleIX, or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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.

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 Canvas. 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.

UT Arlington has adopted [MavMail](#) as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox** regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at the [MavMail page](#), www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit the [Campus Carry page](#), www.uta.edu/news/info/campus-carry/.

Student Feedback Survey:

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through [MavMail](#) approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit the [Student Feedback Survey page](#), www.uta.edu/sfs.

Final Review Week:

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final

examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

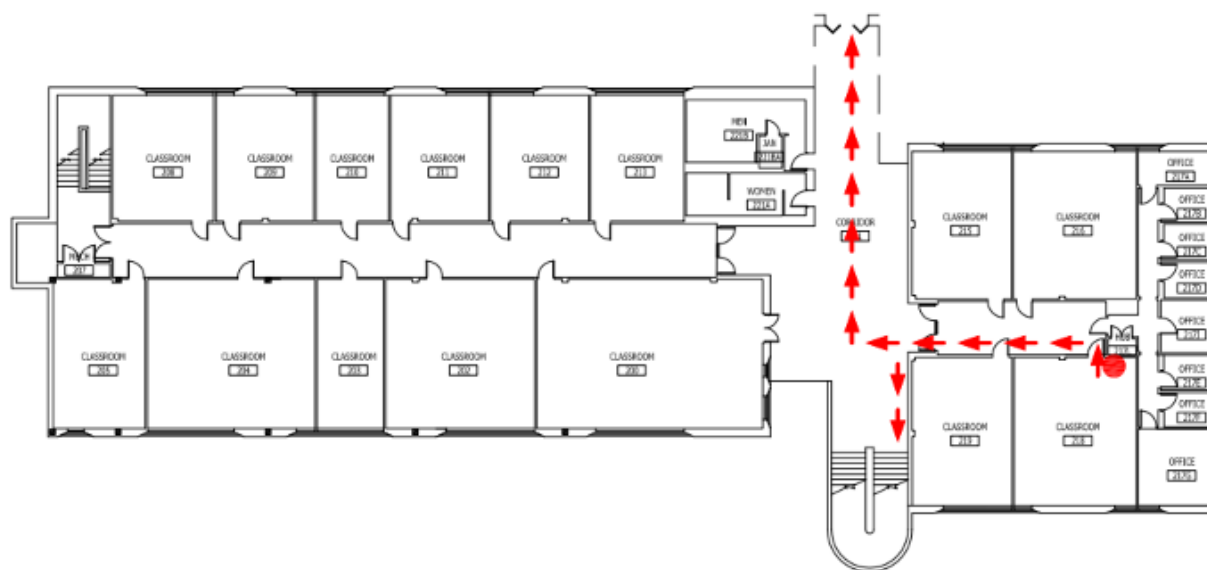
See UTA's [Syllabus Institutional Policies](#) page for updated information.

Conferences and Questions:

I have two regularly scheduled office hours each week (three hours if I were to teach two or more courses). These times are reserved for students to drop by (or make a Teams meeting) 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.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left and then the right once exited the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.



- **Evacuation plans:** www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php
- **Emergency/Fire Evacuation Procedures:** www.uta.edu/police/Evacuation_Procedures.pdf

To be aware of any emergency situations on campus, subscribe to the [MavAlert](#) system at the [Emergency Communication page](#), mavalert.uta.edu/ or uta.edu/emergency

Student Support Services:

UT 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. Resources include [tutoring](#),

[major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at the [Advising Resources page](#), www.uta.edu/universitycollege/resources/index.php or uta.edu/student-success.

The UTA Writing Center (411LIBR): The UTA Writing Center offers free writing tutoring and consultations to all UTA students through face-to-face or online sessions. The Writing Center hours are Monday-Thursday 9:00 am - 8:00 pm, Friday 9:00 am - 3:00 pm, and Saturday-Sunday noon - 5:00 pm. Please visit [The Writing Center page](#), www.uta.edu/owl, to register and make appointments, sign up for First-Year Writing workshops, and find additional information about Writing Center events and services.

The Library's 2nd floor [Academic Plaza](#) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. For more information, see the [Academic Plaza page](#), library.uta.edu/academic-plaza

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor, email IDEAS@uta.edu or call (817) 272-6593.

Course Schedule

Week	Date	Readings & Assignments	Assignments Due
1	TH 8/26	<p>Discuss: Introduction to the course, student responsibilities, academic conversation and syllabus/policies</p> <p>Read (HW):</p> <ul style="list-style-type: none"> • “The Writing Process”: Structures Ch.1-2, 4-6 (pages 3-13, 21-39) – includes info on MLA manuscript format style • “Documenting Sources” Structures Ch.3 (pages 14-20) • MLA Style Template to use (use for your final drafts) • Purdue OWL “Elements of Rhetorical Situation” • <i>TSIS</i>: “Preface: Demystifying Academic Conversation”, “Introduction to Rhetoric and Argumentation” and “Introduction: Entering the Conversation” <p>Write (HW): Diagnostic Essay (instructions given in Canvas’ Assignments)</p>	
2	TU 8/31	<p>Discuss:</p> <ul style="list-style-type: none"> • HW readings & Diagnostic Essay • The Rhetorical Situation and Entering Academic Conversations <p>Read (HW): <i>TSIS</i> Ch. 1 “They Say”</p>	Due: Diagnostic Essay & Signed Syllabus Contract
2	TH 9/2	<p>Discuss: Introduction to Argument (prior readings)</p> <p>Write (HW): AW#1</p> <p>Choose a current issue that interests you. First write a brief (1/2 page) 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 <i>TSIS</i> Introduction to help organize your ideas (total: at least 500 words)</p>	Due: AW #1

		Read (HW): <i>TSIS</i> Ch. 7 “So What? Who Cares?” and 10 “But Don’t Get Me Wrong”	
3	TU 9/7	Discuss: The Discourse of Academic Argument (HW Readings) & AW#1 Write (HW): AW#2 Name another current issue that interests you. <i>Why</i> does it interest you? <i>What</i> stake do you have in the issue? <i>What</i> is your position? <i>What</i> are opponents’ positions? <i>Where</i> is there common ground on the issue? (at least 500 words)	
3	TH 9/9	Discuss: ENGL 1302 Assignment Sequence & AW#2 <ul style="list-style-type: none"> Assign: Issue Proposal Read: ENGL 1302 assignments in <i>TSIS</i> pp. xl-lix (pages UTA-40-59) Pay careful attention to the Issue Proposal (IP) and Annotated Bibliography (AB) Write (HW): at least 3 questions about the first two assignments (IP and AB); then AW#3. AW #3: Select the issue that you plan to write your papers on this semester (you may use one of the issues that you have already explored in the first two summary responses for this assignment). After applying the “ Twelve Tests of an Arguable Issue ” to the issue and being able to answer “yes” to all twelve, draft a response to the “Brainstorming and Drafting” bullet point questions on <i>TSIS</i> pages UTA-33 and UTA-34. (at least 500 words) Read (HW): <i>TSIS</i> Ch. 2 “Her Point Is,” Ch. 3 “As He Himself Puts It”, and Ch 15 “But as Several Sources Suggest” (ONLY page 206 – the templates) Census Date September 10th: Last day to withdraw without a W	Due: AW #2
4	TU 9/14	Discuss: HW Readings and Creating a Research Plan / Working with Sources & AW#3 Review: “ UTA ENGL1302 Essays: Suggested Outlines with Word Counts ” (especially IP info) and IP Student Models in Canvas ’ Modules Write: Begin planning and drafting your Issue Proposal.	Due: AW#3
4	TH 9/16	Discuss: Current Issues of Academic Dishonesty <ul style="list-style-type: none"> Do: UTA Library’s “Acknowledging Sources” tutorial, including the quiz. Write: Continue Issue Proposal draft	
5	TU 9/21	Write: Peer Review Workshop & Introducing the Issue; Proposal Peer Review Assignment	Due: Draft of Issue Proposal
5	TH 9/23	IP Writing Workshops: In-class work on Issue Proposals (“so what/who cares” and refining your <i>issue</i>), peer review	Due: Issue Proposal Peer Review

		Review: <i>TSIS</i> Ch. 7 “So What? Who Cares?”	
6	TU 9/28	IP Writing Workshop: In-Class Work on Issue Proposals, Refining your <i>claim</i>	
6	TH 9/30	Assign Annotated Bibliography Review: AB Assignment in <i>TSIS</i> and “ UTA ENGL1302 Essays: Suggested Outlines with Word Counts ” (especially AB info)	Due: Issue Proposal Final
7	TU 10/5	Discuss: What is a well-rounded source list? Library/Research Day: Finding Sources Workshop for your AB, “ Research Services. ” <i>UTA Libraries</i> , libraries.uta.edu Write: AW#4 AW #4: Answer the following questions for the articles you found for your AB <ul style="list-style-type: none"> • What is the purpose of this argument? What does it hope to achieve? • Who is the audience for this argument? Who is ignored or excluded? • What appeals or techniques does the argument use—emotional, logical, ethical? 	
7	TH 10/7	Discuss: Reasons and Evidence, Audience Analysis, AW#4 Review: <i>TSIS</i> Ch. 2 “Her Point Is” & 3 “As He Himself Puts It” Write: AW#5 AW #5: Complete the following questions for your AB articles: <ul style="list-style-type: none"> • How does the author’s use of language work to persuade the audience? • Does it hinder or help their argument? • Who is the author and what ethos do their credentials create? • Are there any logical fallacies present? 	Due: AW#4
8	TU 10/12	Discuss: Locating Claims & AW#5 Review: <i>TSIS</i> “ Introduction to Rhetoric and Argumentation ” for Logos and identify evidence, Pathos and identify emotional appeals, and Ethos and identify authority Write: Continue Annotated Bibliography	Due: AW#5
8	TH 10/14	Write: Workshop for Annotated Bibliography – use AW#4 and AW#5 for the annotations.	
9	TU 10/19	Assign Mapping the Issue Paper (MI) Review: MI Assignment in <i>TSIS</i> & “ UTA ENGL1302 Essays: Suggested Outlines with Word Counts ” (especially MI info) and MI Student Model in Canvas ’ Modules	Due: Annotated Bibliography Final
9	TH 10/21	Discuss: Fallacies of Argument Read: Purdue OWL’s page “Logical Fallacies” Write (HW): AW#6 AW #6: Select a slogan from a company, non-profit, or political figure and examine the phrase for logical fallacies (example: “Make love, not war” – antiwar slogan during Vietnam)	Due: AW#6

10	TU 10/26	<p>Discuss: Warranting Claims and Reasons, AW#6</p> <p>Write: Drafting Workshop for MI (AW#7)</p> <p>AW #7: Using your AB, respond to the following questions:</p> <ul style="list-style-type: none"> • If I find myself agreeing with the writer, what assumptions about the subject matter do I share with him/her? • If I disagree, what assumptions are at the heart of that disagreement? 	Due: AW#7
10	TH 10/28	<p>Discuss: AW#7, Analyzing and Incorporating Sources</p> <p>Read: <i>TSIS</i> Ch. 8 “As a Result” and review Structures page 24 for “embedded source” information.</p> <p>Review: <i>TSIS</i> Ch. 10 “But Don’t Get Me Wrong”</p>	Due: Draft of Mapping the Issue Paper
11	TU 11/2	<p>Assign MI Peer Review Assignment</p> <p>Write: Peer Review Workshop</p>	Due: MI Peer Review
11	TH 11/4	<p>Writing/Editing Workshop MI: MI final draft</p> <p>Read: <i>TSIS</i> Chapter 11 “What I Really Want to Say Is”</p> <p>Last Day to Drop: November 5th Submit Requests to Advisor prior to 4 p.m.</p>	Due: Mapping the Issue Final
12	TU 11/9	<p>Assign Researched Position Paper (RPP) and RPP Presentation</p> <p>Review: RPP Assignment in <i>TSIS</i> & “UTA ENGL1302 Essays: Suggested Outlines with Word Counts” (especially RPP info) and RPP Student Model in Canvas’ Modules</p>	
12	TH 11/11	<p>RPP Writing Workshop: RPP draft</p> <p>Read (HW): <i>TSIS</i> Ch. 4 “Yes/ No/ OK, But”, Ch. 5 “And Yet”, and Ch. 6 “Skeptics May Object”</p>	
13	TU 11/16	<p>Discuss: Research Process (<i>TSIS</i> Ch 4-5) and Rogerian Argument/Naysayer/Counterargument (<i>TSIS</i> Ch. 6)</p> <p>RPP Writing Workshop: RPP draft</p>	Due: RPP Draft
13	TH 11/18	<p>Assign RPP Peer Review Assignment</p> <p>Write: Peer Review Workshop</p>	Due: RPP Peer Review
14	TU 11/23	<p>Review: RPP Assignment in <i>TSIS</i> & “UTA ENGL1302 Essays: Suggested Outlines with Word Counts” and RPP Student Model in Canvas’ Modules</p> <p>Review: <i>TSIS</i> Ch. 10 “But Don’t Get Me Wrong”</p> <p>Write: RPP Revision</p>	
14	TH 11/25	Thanksgiving Break -- No Class	
15	TU 11/30	<p>Write/Edit: RPP Final Draft</p> <p>Review: RPP Presentations assignment (slide presentation of outline)</p>	Due: RPP Final
15	THU 12/2	<p>Present: RPP Presentations (in class)</p> <p>Assign: Course Reflection (in Canvas Discussions)</p>	Due: RPP Presentations & Course Reflection

16	TU 12/7	CATCH-UP Week: Submit any missing work for a late grade. OPTIONAL Quizzes for extra credit, as needed (due by end of this week)	
Finals Week	TU 12/14	LAST DAY to submit any missing work for a late grade.	

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I 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 major changes in writing.

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.” – Rufel F. Ramos.

