

COLLEGE WRITING II

HONORS ENGLISH 1321.002

LANG 304 | Spring 2012 | University of North Texas
Dr. Matthew Heard | mheard@unt.edu | Office AUBD 316 | Hours: Tue 3:30-4:30 pm

COURSE OBJECTIVES:

OVERARCHING QUESTIONS

- What expectations do academic audiences have for written arguments?
- How can we invent textual and written responses that intervene meaningfully within diverse academic settings?

PRIMARY GOALS

- Read and analyze academic arguments rhetorically
- Develop strategies for inventing texts, shaping texts, and justifying texts in order to address the scenes and conventions of academic arguments

DESIRED UNDERSTANDINGS:

- Formal, written academic arguments take on diverse arrangements, logics, and styles depending on context and audience
- In many academic settings, audiences expect rhetorical texts to be logically reasoned, soundly justified with appropriate examples and support, well-positioned against opposing arguments, and argued through “standard” academic forms, grammars, and conventions
- Written academic arguments demand invention in response to:
 - Ongoing discussion and debate of relevant topics
 - Opinions and values common to an academic discipline, specialty, or paradigm
 - Academic expectations of logic and reason (primarily), but also emotion, passion, character, authority
 - Traditional forms, conventions, and styles, and grammars
- Even within disciplines, writers need to develop and employ *copia*—a large repertoire of styles, strategies, forms, and modes—in order to persuade audiences effectively
- Writers who engage, understand, and think critically about the perspectives, values, expectations, conventions, habits, and spaces of others have a better chance at succeeding in their arguments

ACCOMMODATING STUDENTS WITH DISABILITIES

The University of North Texas 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 new 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.

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all instructors in the English Department will work with the Office of Disability Accommodations (ODA) to make reasonable accommodations for qualified students with disabilities. If you have such a disability, please inform your instructor within the first week of the semester and provide your instructor with a Special Accommodation Request Form (available from the ODA). Students needing assistance must be registered with the ODA; if you need to register with the ODA or otherwise contact that office, the ODA phone number is (940) 565-4323, and the office is located in the Union, suite 321.

GENERAL POLICIES FOR STUDENTS IN FRESHMAN WRITING COURSES

DEPARTMENTAL ABSENCE POLICY

The departmental absence policy for English must be maintained in all Freshman Writing classes. The policy is as follows:

Regular and punctual class attendance is required of all students, and a poor attendance record may prevent students from earning a passing grade in the course for the semester. The maximum number of permissible absences before a student automatically earns an "F" or "WF" in the course is determined by the schedule of the course:

M-W-F (a class that meets three times a week): 7 absences

T-TH (or M-W; a class that meets two times a week): 5 absences

M (or any class that meets only once a week): 3 absences

(Note : Even though the departmental absence policy states unequivocally that instructors "will" drop students who accumulate more than the allowed number of absences with a WF or an F, instructors are the final judges of whether rare or extenuating circumstances have occurred which may legitimize exceptions. It is each student's individual responsibility to keep track of absences and make sure that he or she is within the allowed number permitted for the course.)

EXCUSED ABSENCES FOR UNIVERSITY ACTIVITIES

In accordance with university policy, the only authorized absences are those incurred as a consequence of participating in university-sponsored activities. Authorized absences **must be approved in advance by department chairs and academic deans**. Within three days after the absence, the student must obtain an authorized absence card from the Dean of Students and present this card in person to his or her instructor. Students with authorized absences may make up the work missed or be given special allowance so that they are not penalized for the absence. All assignments and scheduled work must be turned in before or on the date of the excused absence.

EXCUSED ABSENCES FOR RELIGIOUS HOLIDAYS

In accordance with State law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. Travel time required for religious observances shall also be excused. Please see the UNT Student Handbook for information on which holidays or holy days are covered by this policy. State law also requires that students notify their teachers at the beginning of the semester if they expect to miss class on a religious holiday during the semester but want to make up the work missed. Students will be allowed to make up the work provided they have informed their teachers in writing **within the first 15 days of the semester**. Once again, all assignments and scheduled work must be turned in before the date of the excused absence. University policy requires that students provide their teachers with an official notification card issued by the university if they want to make up any in-class work they missed while they were involved in a religious activity authorized by the university.

COURSE SCHEDULES AND DROPS IN THE FIRST TWO WEEKS

Students need to monitor their course schedule every day for the first two weeks of class in order to make sure that they have not been dropped from their courses by the registrar's office. Students who are dropped from classes for nonpayment of financial aid or other reasons will not be readmitted to the course; it is the student's responsibility to make sure that all of his or her financial records are up to date in order to avoid being dropped.

For more information on UNT Add/Drop procedures, please visit the UNT Registrar's page at: <http://essc.unt.edu/registrar/schedule/scheduleclass.html>

UNEXCUSED ABSENCES

Absences due to other causes, such as illness, emergency, death in the family, car trouble, etc., are not authorized by the Department of English as excusable absences, and instructors in the Freshman Writing Program are therefore not allowed to excuse students for such absences (even with “official” notes from medical professionals, etc.). Please note that absences for reasons other than official university business or religious holidays will count against students’ permitted absences for the semester and may also result in missed grades for quizzes, assignments, exams, or writing deadlines.

The following actions may also result in a student being counted as officially absent:

- Coming to class without an adequate draft on a day when a draft is due (for peer response or for an assignment)
- Showing up to class more than 10 minutes late
- Failing to attend a mandatory scheduled conference with the instructor

CLASS BEHAVIOR AND DISRUPTIONS

According to the UNT Student Code of Conduct (sect. V), the following actions are considered acts of misconduct and may subject a student to university discipline:

- Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including public service functions or other authorized activities on or off University premises. Includes interrupting, hindering or preventing classroom instruction or other official educational activities from occurring intentionally through noise, acts of incivility, or other means.
- Physical Abuse, verbal abuse, threats, intimidation, harassment, coercion; and/or other conduct which threatens or endangers the health or safety of any person. Speech protected by the First Amendment of the United States Constitution is not a violation of this provision, although fighting words and statements which reasonably threaten or endanger the health and safety of any person are not protected. Each allegation of a violation under this provision shall be reviewed in consideration of these factors.
- Disruptive activities as defined by Section 37.123 and 51.935 of the Texas Education Code, such as intentionally obstructing, restraining, preventing or attempting to prevent passage of individuals on campus or into/out of campus buildings by force, by violence or by the threat of same; seizing control of a building/portion of a building to interfere with an administrative, educational, research or other authorized activity; preventing participation in or the holding of a lawful assembly or attempting to prevent same by force/violence, by threat or by causing reasonable fear of force/violence; or disrupting an assembly in progress by one or more such means.

PLAGIARISM AND ACADEMIC DISHONESTY:

The UNT Policy Manual defines plagiarism as: “(a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and (b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.” (18.1.11). Students in all Freshman Writing courses need to be aware of the strict policies against plagiarism and academic honesty enforced by UNT and by instructors in the Department of English. All writing in Freshman English courses must be original, and all uses of other writer’s material (i.e., for the purposes of research based argumentation) must be acknowledged and clearly cited in any writing submitted for a grade.

The consequences for plagiarism at UNT are severe, and may include failure for the course, loss of scholarships, and in some cases dismissal from the university. Please talk with your instructor if you are unsure about whether or not something you are doing in your writing might be identified as plagiarism. If your instructor believes that something you have written has been plagiarized, you will be notified of the allegations in writing and asked to meet with your instructor and respond to your instructor’s arguments. After hearing your response, your instructor will decide on a course of action and notify you in writing of any penalties or other consequences. In most cases, your instructor will also send a copy of the allegations and sanctions to the Academic Affairs office. Please note that instructors in the English Department are authorized to fail students for an assignment or for the course if they judge that an assignment is knowingly or negligently plagiarized. Students have the option of appealing the decision of their instructor in writing to the Assistant Chair of the Department of English within 5 days of the instructor’s decision.

TURNITIN POLICY

Students are required to submit digital copies of their written assignments for this class to Turnitin, a web-based service that checks for proper citation practices. Your Turnitin dropbox in this course will be available from your course Blackboard site. Ask your instructor about the most appropriate ways to format and save your assignment before submitting it online.

ASSESSMENT POLICIES

In this course, you will be assessed not simply for your ability to recite knowledge about writing and rhetoric, but more broadly for your ability to perform your understanding, as demonstrated through actions such as:

- *explaining* writing strategies, explaining common opinions influencing written arguments today, and explaining how rhetoric works in the texts around you
- *interpreting* texts through rhetorical analysis
- *applying* rhetorical strategies in written arguments and textual analyses
- *situating* your writing in the context of other values, experiences, and opinions
- *listening* to ideas, opinions, issues, and perspectives brought to the rhetorical moment by others
- *engaging* in writing self-reflectively, demonstrating awareness of personal limitations, prejudices, and values

ASSIGNMENTS:

COMMONPLACE PRESENTATIONS

- On several assigned days throughout the semester, we will examine some of the ways that rhetorical methods such as logical proofs and stasis theory are used by people in the society and culture around us. For the Commonplace Presentation assignment, you will be grouped into teams of 4-5 students. Each group will be responsible for presenting during one class period (and one class period only) during the semester. For the day of your presentation, your group will be responsible for researching, analyzing, presenting, and explaining several examples of the particular rhetorical method we are studying that you have found in our culture (through magazines, signs, film, advertising, memes, etc.). Groups will need to display each example, analyze its content, arrangement, and style, and justify what this example helps us to see about how rhetorical texts circulate in the culture around us. Additionally, each group will be responsible for a series of discussion questions about their assigned texts that will allow us to enjoy an interesting conversation in class. Commonplace presentations will be evaluated for effort, inventiveness, and strength of analysis. More details will be provided closer to the date of the first presentations (Feb. 16).

COURSE TEXTS:



- Primary Textbook:
Ancient Rhetorics for Contemporary Students (ARCS); Crowley/Hawhee; ISBN: 0205574432 (Fifth Edition)
- Secondary Text:
Shadow Cities by Robert Neuwirth (ISBN: 9780205175482)
- Handbook:
Little, Brown handbook or similar text assigned by instructor

REQUIRED MATERIALS:

In addition to your course textbooks, plan to have a notebook, journal, or binder to use for the Commonplace Book assignment (see below).

MAKEUP/LATE ASSIGNMENT POLICY:

As a rule, late work for this course will not be accepted. Any quizzes or in-class exercises missed for any reason cannot be made up for points once missed. Additionally, all written assignments must be turned in at the beginning of class on the day that they are due in order to be counted for credit. If you know in advance that you will need to be absent for a class period, make arrangements with me at least two weeks before the scheduled absence.

PROGYMNASMATA

- The Progymnasmata exercises are loosely modeled after the actual assignments that students in ancient Greece used to learn rhetoric. In this course, the Progymnasmata are designed to draw you into increasingly complex ways of understanding rhetorical strategies. Each “PG” assignment will help you understand writing as a dynamic engagement with different purposes and audiences; in this way, the exercises are less formal than essays which expect you to follow certain rules. Overall, these exercises encourage you to ask questions of “how”? How do the forms that we choose for our writing affect our ability to persuade? How is one rhetorical strategy more useful in certain situations than others?
- Each “PG” exercise should emphasize the following three rhetorical moves:
 - First, **analysis**: identifying the audience you are trying to reach, your purpose in writing, and the rhetorical strategies most fitting for the particular situation. In some cases, you may be required to write your analysis formally; in others, analysis may be completed as an in-class exercise. Overall, it is essential for you as a writer to analyze the form that you are trying to use (i.e. Fable, Proverb, Observation, Character, and Description) and to think about the audience you are trying to reach. Important critical thinking questions should also be asked as you engage rhetorically with the assignment. What does this particular writing form make possible in its unique context? What does this form tend to prevent from being drawn to an audience’s attention?
 - Second, **invention**: crafting an actual text (or series of texts) for your own purpose and audience. Focusing on your topic of interest for the course, you will attempt to work within the assigned Progymnasmata form while also drawing on the rhetorical strategies you have been learning in each unit. The “Progym” forms should allow enough room for you to experiment with writing. The goal here is not to create a perfectly polished project, but to challenge yourself to find useful (and even artistic) ways to persuade or inform the audience you are trying to reach.
 - Third, **revision and reflection**: tracking your own decisions and reflecting on how the Progymnasmata form changes and alters as you apply it to a new purpose, audience and situation. The goal of revising and reflecting is for you to be able to look at your own work rhetorically, thinking about the choices you make as you attempt to work with new rhetorical strategies and learn new forms of writing. It is not essential that you demonstrate “progress” in your writing: instead, your reflection should carefully document (using examples) what you learn about the act of writing through the process of forcing yourself to adapt to new forms, situations, and purposes.
- The Progymnasmata sequence for this course moves through three exercises:
 - **Confirmation / Refutation**:
 - Rhetorical method: stasis theory
 - Writing strategy: anticipating objections and counterarguments
 - **Encomium / Invective**:
 - Rhetorical method: logical proof
 - Writing strategy: thesis
 - **Introduction of Law**:

GRADING POLICY:

Grading for this class is designed to reflect an assessment of students’ overall understanding of rhetoric in accordance with the assessment policies listed on p.3 of the syllabus. Percentages indicated here may change by instructor.

- Research-based Action Essay (35%)
- Progymnasmata exercises (30%)
- Commonplace Book (10%)
- Quizzes, discussions, in-class assignments, revision exercises, and participation (20%)
- Final Exam (5%)
- TOTAL: 100%

- Rhetorical method: extrinsic proofs
- Writing strategy: providing support and examples

REVISION EXERCISES

The Revision Exercises ask you to revise your work significantly by investigating how the work resonates with different audiences, forms, and purposes. The goal for these exercises is not only to push you to consider your own habits of writing, but also to look critically at the limitations and uses of different styles, patterns of arrangement, and other rhetorical strategies within the context of academic argument. Revision means revising more than just word choices and sentence structure: these exercises will rather ask you to revise your ways of thinking about the goals and purposes of your writing. By engaging in frequent and significant revision of your own work, you will be encouraged to see writing as a habit of adapting and responding to new audiences and contexts. Exercises in deep revision might include:

- *Revising for length*: adding an additional page of length to your argument or cutting a page length from your argument
- *Revising position*: taking an entirely different position on a topic
- *Revising solutions*: you will argue for and defend two previously unconsidered alternative solutions to your target problem or issue
- *Revising proofs*: after completing an essay supported by one set of logical proofs (i.e. historical examples) you will revise to emphasize an entirely different set of proofs (i.e. signs or maxims)
- *Revising arrangement*: rearranging the entire structure of your essay

*Note: Each revision exercise may also require a critical component that will ask you to reflect on your textual choices in revising. Revision exercises vary by instructor.

RESEARCH-BASED ACTION ESSAY (RBE)

Objectives and description: The Research-based Action Essay will be the capstone writing project for the College Writing II course and will require you to complete a well-researched, rhetorically sophisticated textual argument. In order to complete this project, you will need to draw on all of the rhetorical strategies that you have been studying in the course. Your goal for the project is to *expose* a problem (loosely) drawn from the secondary text you are reading and at the same time to lay out a researched *plan of action* for an audience invested in the problem to follow. This essay may be similar to other essays you have written for academic audiences, but you should also pay careful attention to new forms and new strategies that you have been learning, which may be more persuasive for the purposes you want to achieve. The project overall will also ask you to think rhetorically about the textual choices you make in presenting your argument as an academic essay, including your choices of invention,

RUBRICS AND SCORING SYSTEMS:

For the purposes of this course,

- “A” work will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context
- “B” work will constitute a final score of 80-89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original
- “C” work will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or persuasiveness
- “D” work will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates
- “F” work will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

arrangement, style, and delivery. You will need to demonstrate critical awareness of academic forms, values, and expectations, ultimately reflecting on the ways in which the academic environment shapes (and is in turn shaped by) the rhetorical strategies you choose when you write in university settings.

Components: The Action Essay has three parts.

1. First, a sophisticated **audience profile**, which describes the audience and purpose of the project. This profile needs to set the stage for your project by describing the values and needs of the audiences you would like to persuade. You should address questions such as: where does this audience go to get its information? What are the general habits and beliefs of the audience? What strategies have other writers used to persuade this audience? What issues are most urgent and important to the audience? What strategies are likely to be most effective in drawing the audience's attention? Use all of the invention strategies you have been learning in order to give a broad profile of the target audience you would like to reach. Note that your instructor may choose to have you turn in the profile as a proposal for the larger "invention" part of the project.
2. Second, **invention**—the Action Essay itself. The Action Essay should ultimately propose a recommended course of action that intervenes meaningfully in a group or community important to you as a writer. Choose a topic that is both interesting to you and relevant to the society around you. The essay needs to provide strong claims, context, and support for your recommended course of action, demonstrating sophisticated understanding of how different textual strategies work together to make an academic audience receptive to your claims and ideas. In creating this Action Essay, you will need to address the audience and purpose you described in your audience profile, including proofs and premises that an audience is likely to find appealing and describing alternative courses of action that the audience might be inclined to consider. The essay itself will be a significant (but not the only) component of your assessment for the project.
3. Third, **critical reflection** on the scope and limitations of the Action Essay. This final element of the project will ask you to make an argument about the effectiveness of your own writing, using support from your Action Essay. This reflection should consider the essay in the context of larger questions about how texts function rhetorically in the contemporary academic environment, and particularly within your chosen discipline or area of interest. The goal for this final stage of the project is to look at how your choices in writing "fit" or perhaps "resist" the expectations of the academy and of the audience you are trying to persuade. Your reflection should point out how you have consciously adapted your writing to the expectations of your audience; alternatively, you should address in your reflection what you have done to stretch and strain against the audience's typical habits of understanding. In order to justify your choices, make sure that you use your own writing as evidence and reference the rhetorical methods and writing strategies you have been learning throughout the course.

SCHEDULE OF ASSIGNMENTS



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Note: Schedule Subject to Change

Note: All assignments and readings due at beginning of class on date indicated

ABBREVIATIONS

SC – Shadow Cities (Neuwirth)

ARCS – Ancient Rhetorics for Contemporary Students (Crowley/Hawhee)

RBE – Research-Based Action Essay (final project for the course)

WK	TUE	THUR
1	17-Jan – Course Introduction	19-Jan – Discussion of Project and Topics Read SC “Prologue” (1-21)
2	24-Jan – Rhetorical Invention Read introductions to ARCS Ch. 2 (37-38) and Ch. 4 (88-89) Read SC “Rio de Janeiro” (25-65)	26-Jan – Rhetorical Invention Read introductions to ARCS Ch. 6 (146-147) and Ch. 7 (170-173)
3	31-Jan – Intro to Stasis Theory Read ARCS Ch. 3 (56-82) Read Online Article #1	2-Feb – Stasis in <i>SHADOW CITIES</i> Read SC “Nairobi” (67-99)
4	7-Feb – Constructing Stasis Read “Confirmation/Refutation” (ARCS 142-145)	9-Feb – Stasis: Inventing Counterarguments Read “Writing Strategy: Counterarguing” handout
5	14-Feb – Stasis: Revision DUE: Draft of PG #1 Confirmation/Refutation	16-Feb – Stasis: Critical Reflection DUE: Commonplace presentation, Groups 1-2 DUE: PG #1 Confirmation/Refutation
6	21-Feb – Intro to Logical Proofs Read ARCS Ch. 5 (119-142) Read Online Article #2	23-Feb – Logos in <i>SHADOW CITIES</i> Read SC “Mumbai” (101-142)
7	28-Feb – Constructing Logos Read “Encomium/Invective” (ARCS 189-196)	1-Mar – Logos: Inventing Thesis Statements Read “Writing Strategy: Thesis” handout
8	6-Mar – Logos: Revision DUE: Draft of PG #2 Encomium/Invective	8-Mar – Logos: Critical Reflection DUE: Commonplace Presentation, Groups 3-4 DUE: PG #2 Encomium/Invective
9	13-Mar – Profiling Audience	15-Mar – Profiling Audience DUE: Draft of RBE Part I—Audience Profile
	20-Mar – SPRING BREAK!	22-Mar – SPRING BREAK!
10	27-Mar – Library Research Meet in Willis Library—Learning Center DUE: RBE Part I—Audience Profile	29-Mar – Intro to Extrinsic Proofs Read ARCS Ch. 8 (200-217) Read Online Article #3
11	3-Apr – Extrinsic Proofs in <i>SHADOW CITIES</i> Read SC “The 21 st Century Medieval City” (177-204) and “The Habitat Fantasy” (241-249)	5-Apr – Constructing Extrinsic Proofs Read “Introduction of Law” (ARCS 217-221)
12	10-Apr – Extrinsic Proofs: Inventing Support Read “Writing Strategy: Using Support” handout	12-Apr – Extrinsic Proofs: Revision DUE: Draft of PG #3 Introduction of Law
13	17-Apr – Extrinsic Proofs: Critical Reflection DUE: Commonplace presentation, Groups 5-6 DUE: PG #3 Introduction of Law	19-Apr – Discussion of <i>SHADOW CITIES</i> Read SC “Are Squatters Criminals” (221-280) and “Proper Squatters, Improper Property” (281-306)
14	24-Apr – Revision and Arrangement Read ARCS Ch. 9 (222-245) DUE: Outline of RBE Essays 1 and 2	26-Apr – Revision and Arrangement DUE: Intro paragraph and body paragraph from RBE Essay 1 or 2
15	1-May – Revision Workshop DUE: Draft of RBE Essay 1	3-May – Revision Workshop Due: Draft of RBE Essay 2
		10-May – Final Exam Exam Time: 1:30 pm - 3:30 pm