

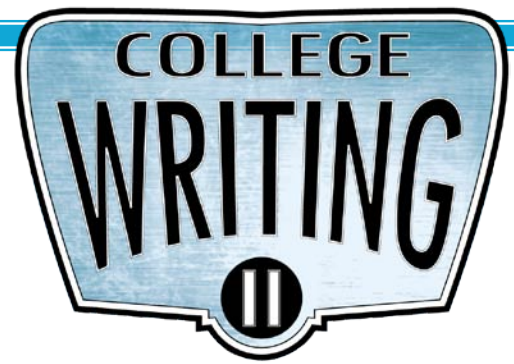
# COLLEGE WRITING II (ENGLISH 1320/1321)

Fall 2010 | University of North Texas | Class Times:

Instructor: Staff | Email:

Office Hours:

Phone: (940) 565-2050



## COURSE OBJECTIVES:

### *OVERARCHING QUESTIONS*

- In what ways does the academic community respond to and condition textual strategies of rhetoric?
- How can we invent textual and written responses that intervene meaningfully within diverse academic settings?

### *PRIMARY GOALS*

- Encourage students to read academic arguments rhetorically
- Teach students strategies for inventing, shaping, and justifying texts that respond to the scenes and conventions of academic arguments

### *DESIRED UNDERSTANDINGS:*

- Rhetorical texts constantly circulate around us—often employing rhetoric in simple, yet effective ways
- 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 in context of opposing values, and argued through “standard” forms, grammars, and conventions
- Written academic arguments are invented and respond to:
  - Ongoing discussion and debate of relevant topics
  - Opinions and values common to the discipline, specialty, or paradigm
  - Expectations of logic and reason, emotion and passion, and character and authority
  - Anticipated 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 draw audiences to value their contribution to the discussion at hand
- 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

## 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 poor attendance 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

### *Accommodating Students with Disabilities*

The University of 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.

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 extenuating circumstances have occurred which legitimize exception to rule. It is the students' responsibility to keep track of their absences so that they don't go over the allowed number permitted for the course.)

### EXCUSED ABSENCES FOR UNIVERSITY ACTIVITIES

In accordance with university policy, the only authorized absences are those due to participation in university-sponsored activities.

Authorized absences must be approved in advance by department chairs and academic deans, and within three days after the absence, students must obtain an authorized absence card from the Dean of Students and present this card in person to their instructors. 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 university authorized activity.

### 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 authorized 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:

### ***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 their financial records are in order so that they are not 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>

**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 speech. 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.

## ASSESSMENT POLICIES

In this course, you will be assessed not simply for your ability to store and recite knowledge about rhetoric, but more broadly for your ability to understand rhetoric, 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:

### *ASSIGNMENT SEQUENCE*

Commonplace book (ongoing) → Progymnasmata exercises → Revision Exercises  
→ Research-Based Action Essay

*COMMONPLACE BOOK (SEE ARCS 324)*

## *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.

For more information, please see  
<http://www.vpaa.unt.edu/academic-integrity.htm>

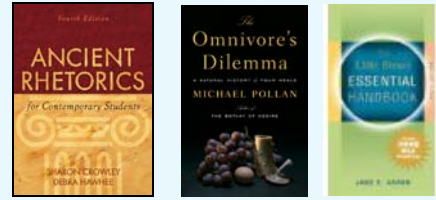
The commonplace book will continue your work with commonplaces as begun in College Writing I. As in that course, the commonplace book in College Writing II gives space for you to take an active and focused interest in the commonplace values, beliefs, forms, and dominant strategies that you see in the culture around you. In order to create your commonplace book, you will keep a running list of quotations, snippets, summaries, and observations about topics related to the secondary text you are studying in the course. For each entry, it is suggested that you jot down your thoughts about the text at hand, amplifying any observations about the audience, purpose, and form that seem relevant. Ultimately, the commonplace book will serve as the grounds for your justification of the audience, purpose, and forms of your final project. The commonplace book is also a useful tool for helping you learn to expand the copia of examples, values, strategies, and data that you need to draw on when arguing or explaining.

### PROGYMNASMATA

The Progymnasmata exercises are designed to draw you into increasingly complex ways of understanding and using textual strategies in order to affect an audience. It is essential that you understand writing as a complex and dynamic engagement with different purposes and audiences, and not only as a series of repeatable forms, patterns, or rules. Overall, these exercises structure the writing course by leading you to explore the uses and limitations of rhetorical and invention strategies. Each Progymnasmata exercise should help encourage you to ask questions of “how”? How do the textual strategies and forms of the Progymnasmata work? What are the limits of their usefulness? Each exercise should emphasize the following three rhetorical moves:

1. First, **analysis**: you will focus on examples of the Progymnasmata strategy (i.e. “fable,” “proverb,” etc.) that you find particularly convincing as it circulates within your community or culture. Examples may be drawn from your own experiences and observations, as well as from the secondary text used in the course. You will break down the strategy, asking how it works for a specific purpose and a specific audience. What does this strategy make possible in its unique context? What does this strategy prevent from being seen or heard?
2. Second, **invention**: you will re-deploy the Progymnasmata strategy for your own purpose and audience. Focusing on your own topic of interest, you will attempt to use the Progymnasmata strategy in ways that an audience interested in your topic would find convincing. The goal here is to isolate a particular rhetorical strategy in order to explore and experiment with in the context of the project you are developing.
3. Third, **revison**: you will track how the Progymnasmata strategy changes and alters as you apply it to a new purpose, audience and situation. The goal here is for you to be able to think about the significant work it takes to adapt a rhetorical strategy to a different context. Questions of “how” the strategy works are particularly important to ask. How does this strategy make it easier to write about some aspects of the topic and not others? What is difficult to convey using this strategy?

### COURSE TEXTS:



#### Primary Textbook:

Ancient Rhetorics for Contemporary Students (ARCS); Crowley/Hawhee; ISBN: 0205574432

#### Secondary Text:

Omnivore's Dilemma, Nickel and Dimed, Outliers, No Impact Man, or Shadow Cities (include ISBN)

#### Handbook:

EasyWriter, Wadsworth, or Little, Brown (include ISBN)

### REQUIRED MATERIALS:

In addition to your course textbooks, you will need 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 your instructor at least two weeks before the scheduled absence.

The Progymnasmata sequence for this course moves through:

- **Confirmation and Refutation** (ARCS 113): exercises skill with stasis theory; anticipating alternative positions/arguments
- **Encomium and Invective** (ARCS 186): exercises skill with making strong logical claims
- **Introduction of Law** (ARCS 287): exercises skill with using data and other extrinsic proofs in order to support an argument

### DEEP 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. By engaging in frequent and significant revision of your own work, you will be encouraged to see writing as a matter of adapting and responding to new audiences and contexts. Exercises in deep revision might include:

- Revising for length: you will either add an additional page to your argument or cut a page from your argument
- Revising position: you will be asked to take 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: you will initially complete an essay supported by one set of logical proofs (i.e. historical examples) and then you will revise to include an entirely different set (i.e. signs or maxims)
- Revising arrangement: you will complete a revision in which the entire structure of your essay is rearranged
- Revising narrative: you will create 2-3 different exordiums and or perorations for your argument

Note: Each revision exercise will also engage a critical component that will require you to reflect on your textual choices in revising

### RESEARCH-BASED ACTION ESSAY

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. The goal for this project is for you to expose a problem 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. The project overall will ask you to think rhetorically about the textual choices you make in presenting your argument as an academic essay, including your choices of invention, arrangement, style, and delivery. You will be asked 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 have to choose when you write in university settings. The Action Essay has three parts.

1. First, a sophisticated **analysis** of the audience and purpose of the project. This analysis needs to explain

### 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. Specifically, grading for the course will break down according to the assignments listed below. (Keep in mind that the particular percentage point values are subject to change.)

- Research-based Action Essay (30%)
- Deep Revision Exercises (10%)
- Progymnasmata exercises (20%)
- Commonplace Book (10%)
- Quizzes, Discussions, In-class assignments, and participation (20%)
- Final Exam (10%)
- TOTAL: 100%

### 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 effectiveness
- "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.

why there is an exigent need for the kind of action you are proposing, who will be invested in the project, and how the course of action recommended will impact the audience. The justification for the audience and purpose of the essay should be grounded in your observations from your Commonplace Book (see above), as well as from your experience in “inventing” academic arguments over the course of the semester using strategies of stasis theory, logical appeals, and extrinsic proofs. The analysis may be turned in 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 about a topic of interest to you. The essay also needs to provide context and support for your argument, demonstrating sophisticated understanding of how different textual strategies work together to make an academic audience receptive to the ideas intended by you as an author. In creating this Action Essay, you will need to think carefully about the audience and purpose for the essay, considering what proofs and premises an audience is likely to find appealing as well as what kinds of alternative courses of action or definitions of the problem 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 engage in critical reflection about the limitations of your own writing. 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. You will analyze how the choices you have made in your Action Essay “fit in” with the expectations of the academy as well as with the larger values and beliefs that you have been observing in your Commonplace Book over the course of the semester. The goal for this final stage of the project is to look at what academic writing allows and what it disallows—what we can see more clearly through academic arguments and what is kept from view. The critical reflection component of the project asks you to answer these larger questions by appealing to what you have learned through the attempt to promote your own argument and course of action using the textual strategies of rhetoric learned in the course.

### ASSIGNMENT/READING SCHEDULE:

\*\*Notes\*\*

\*Schedule subject to change

\*All readings and assignments are DUE at the beginning of class on the date indicated

Abbreviations:

ARCS=Ancient Rhetorics for Contemporary Students  
 PG=Progymnasmata Assignments (from the ARCS text)  
 RA="Rhetorical Activities" (from the ARCS text)  
 ST=Secondary text (i.e. Omnivore's Dilemma)

WEEK	TOPIC	IN-CLASS ACTIVITIES	ASSIGNMENTS DUE
WEEK 1	Course introduction	<ul style="list-style-type: none"> <li>• Discussion: What is rhetoric? What is an “academic” text (revisit ARCS 8-15)</li> <li>• Activity: What counts as “argument” in different disciplines?</li> <li>• Collaboration: trace an “argument” for sustainable living across the disciplines of business, art, sociology, chemistry, and English</li> <li>• In-Class writing: invention work on topics of interest</li> </ul>	Homework: bring in persuasive advertisement to analyze next week Homework: finish invention work on Topics of Interest
WEEK 2	Logical proofs (ARCS Ch.5) Key Questions: <ul style="list-style-type: none"> <li>• In what ways do strong logical arguments prove useful for persuading academic audiences ?</li> <li>• What textual strategies can I use to convince an audience to accept the premises of my argument?</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration: read and discuss topics of interest exercise</li> <li>• Discussion: deductive vs. inductive logic (ARCS 162-165)</li> <li>• Activity: trace deduction/induction in the media (looking for why the format is persuasive)</li> <li>• Discussion: enthymeme (ARCS 165-171)</li> <li>• Collaboration: create enthymeme for group advertisement</li> </ul>	Invention: Topics of Interest due Homework: Read part I of secondary text Homework: bring in contemporary example that supports main idea of secondary text

		<ul style="list-style-type: none"> <li>• Discussion: where are enthymemes in academic essays?</li> <li>• In-Class writing: create enthymemic structure for argument on sustainable living</li> </ul>	
<b>WEEK 3</b>	Logical proofs	<ul style="list-style-type: none"> <li>• Discussion: Examples, signs, and maxims</li> <li>• Activity: What are persuasive signs in your culture?</li> <li>• Collaboration: Create a persuasive paragraph using a fictional/historical example</li> <li>• Discussion: logos in secondary text</li> <li>• Collaboration: analyze effective example in secondary text</li> <li>• Activity: look at contemporary examples that support main idea of secondary text</li> <li>• Discussion: logical support in academic argument</li> <li>• In-Class Writing: PG Encomium/Invective</li> </ul>	
<b>WEEK 4</b>	Logical proofs		PG: Encomium/Invective due
<b>WEEK 5</b>	Stasis Theory (ARCS Ch. 3) Key Questions: <ul style="list-style-type: none"> <li>• How do audiences with differing values and opinions come to agree upon arguments about an important issue?</li> <li>• How can I frame and position my argument so that I anticipate possible disagreements and objections of my audience?</li> </ul>		
<b>WEEK 6</b>	Stasis Theory		PG: Confirmation/Refutation due
<b>WEEK 7</b>	Extrinsic Proofs (ARCS Ch. 8) Key Questions: <ul style="list-style-type: none"> <li>• How can “outside” data and material effectively support the premises of written academic argument?</li> <li>• How and when should I use facts, data, and authorities to reinforce the claims I make?</li> </ul>		
<b>WEEK 8</b>	Extrinsic Proofs		
<b>WEEK 9</b>	Interactive revision (workshop): Action Essay pt. 1 (Analysis)		PG: Introduction of Law due
<b>WEEK 10</b>	Library Research		Action Essay pt. 1— Analysis due
<b>WEEK 11</b>	Conferences		
<b>WEEK 12</b>	Delivery: (ARCS Ch. 12) Key Questions: <ul style="list-style-type: none"> <li>• How does the mode, format, “correctness,” and presentation of a text make an audience more or less receptive of an argument?</li> <li>• How can I use strategies of presentation and display to appeal to the expectations of my audience?</li> </ul>		Revision exercise 1 due
<b>WEEK 13</b>	Deep revision exercises		Revision exercise 2 due

<b>WEEK 14</b>	Interactive revision (workshop): Action Essay		Action Essay pt. 2— Invention (essay) Due
<b>WEEK 15</b>	Critical reflection		Action Essay pt.3— Critical reflection due
<b>FINALS</b>	Final Exam: In-class Thesis		