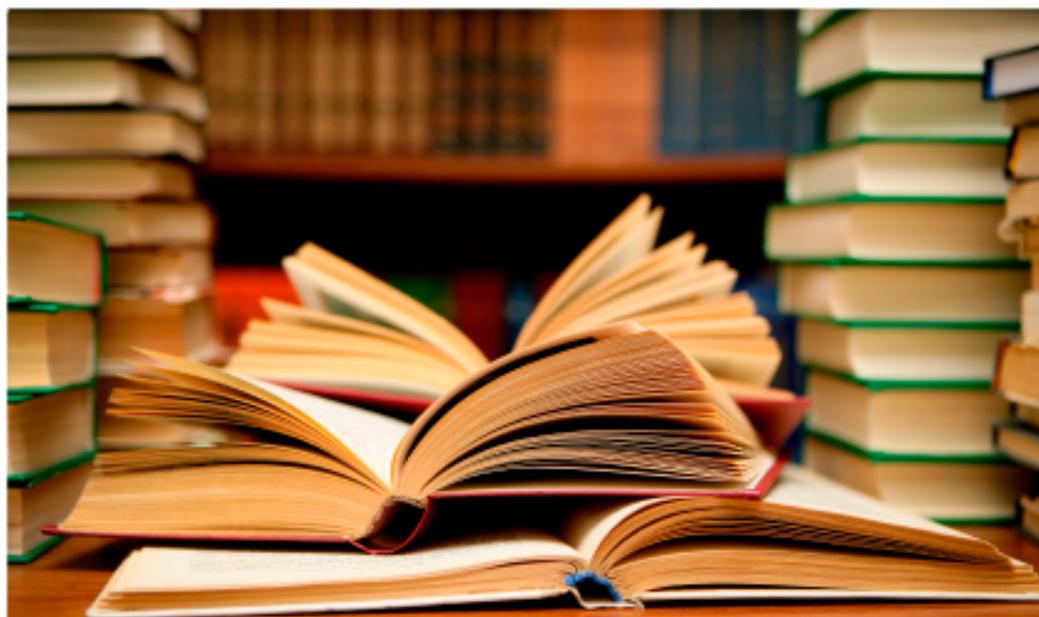


English 1302.06

1302.06 - MWF 9-10 - Trim. 23



Welcome To ENGL 1302!

"You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar."

In *The Philosophy of Literary Form*, twentieth-century rhetorician Kenneth Burke describes the act of writing as a heated discussion at a dinner party. By describing writing in this way, Burke captures something extremely important about the work of writing, namely that all texts are composed within a discourse community. In English 1302, we will focus on entering into various textual communities. To do so, though, we will need to learn to "listen for a while," in the words of Burke, before we air our own opinion. For this class, "listening" to our textual community will take the form of research, an activity in which we meticulously evaluate the ideas expressed by the other members of the textual communities we seek to enter. After this time of research, we will then be able to "put in our ore," adding our own thoughts to the conversation in away that responds to the ideas already in play. Though this process requires a significant amount of work, it will be worth the toil. Get ready for an exhilarating semester.



Office Hours

MWF 10-11, and others by appt., in Carlisle 423.



Contact

something@uta.edu
(actual UTA email forthcoming)



Required Materials

Everything's an Argument, They Say I Say, & a notebook

Plagiarism and Academic Dishonesty

<http://library.uta.edu/plagiarism/index.php>

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)

Your work is to be your own, and it is to be prepared originally for this course and section. It is considered Academic Dishonesty to present any portion of work prepared by someone else



and to claim it as your own. It is also unacceptable to submit work or portions of work you have written for another class or section. This includes work prepared for high school and college courses you have taken or in which you are currently enrolled and any previous sections of this course.

If you have any questions regarding the UTA Honor Code or policy on academic dishonesty or plagiarism, it is your responsibility to reach out to your instructor. For more information, please visit <http://www.uta.edu/conduct/academic-integrity/>.

PLAGIARISM IN FIRST YEAR WRITING

The University of Texas at Arlington First Year Writing Program considers the following acts of plagiarism:

- 1) submission of a complete text not written by the student, which may have been downloaded from the Internet or taken from other sources such as student paper files;
- 2) liberal cutting and pasting of sources into the student's text without attribution;
- 3) liberal cutting and pasting of sources, which may include close paraphrase or adoption of whole sentences, mixed with the student's own language, with attribution but without the use of quotation marks to indicate language borrowed from other sources;
- 4) occasional misuse of sources, with or without attribution, for example, occasional sentences that do not "sound" like the student writer's typical prose that may include citation at the end of the paragraph but no quotation marks indicating a direct quote;
- 5) work done by the student for another class but passed off as new, original work. (Adapted from from Dr. Shelley Christie's plagiarism tutorial and discussion)

ENGL 1302 Catalogue Information and Core Objectives

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

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

- 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

Major Assignments

Interview a Professor: For this assignment, you will conduct an interview with a faculty member (GTA, Lecturer, Professor) in a field of study that interest's you. You will then synthesize the information into an essay (This takes the place of a traditional diagnostic essay).

Issue Proposal: This semester you'll conduct 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.

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

Researched Position Paper: 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: Every student will be required to complete a visual presentation on the work they have done for the Research Position Paper.

Rhetorical Note Book: This ongoing assignment will include all of the in class writing exercises we engage this semester.

Reading Quizzes: These quizzes will be short assessments to see if students completed the reading assignment.

****Note**** 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.

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.

Visitors in the Classroom

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.

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)
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)

The CAPS 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. You can reach CAPS at www.uta.edu/caps/ or calling 817-272-3671.

Electronic Communication

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 Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their email regularly.** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Student Feedback Surveys

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 <http://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.

Office Hours

I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days.

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. 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.

Syllabus and/ or 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.



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LIBERAL ARTS

Grades and Grading Policies

Know I am always available to discuss your progress in the course at any time. Feel free to email me or stop by my office hours.

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.

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.

GRADE WEIGHTS AND PERCENTAGES

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

Interview a Professor: 5%

Issue Proposal: 10%

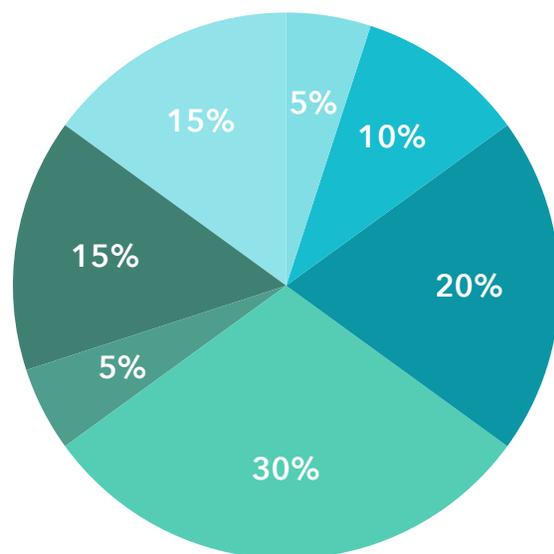
Mapping the Issue: 20%

Research Position Paper: 30%

Final Presentation: 5%

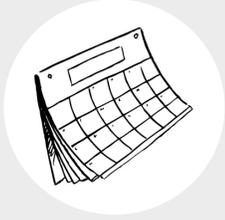
Reading Quizzes: 15%

Rhetorical Notebook: 15%



General Policies

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 instituted the following attendance place:

The maximum number of permissible absences before a student automatically earns an "F" in this Mo/We/Fr class is seven (7) absences. However, the student will receive a five point penalty on their semester grade for each absence over four (4). 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. Note: Absences incurred due to religious holidays will not be calculated into these totals.

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 Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

EXCUSED ABSENCES??



Absences due to causes such as illness, emergency, death in the family, car trouble, etc., are not "excused" absences, even when accompanied by "official" notes from medical professionals, etc.. Additionally, the following actions may also result in a student being counted as officially absent: 1) coming to class without an adequate draft on a day when a draft is due (e.g. peer response, 2) sleeping during class, 3) misuse of technology during class (checking social media, texting friends, etc.) 4) showing up to class more than 10 minutes late, 5) leaving a class before its completion, 6) failing to attend a scheduled conference with the instructor

CLASS CONDUCT



In accordance with the UTA code of conduct, I expect each student to conduct themselves in a respectful manner. There will be times when we will discuss pressing issues and not all of us will agree on how to address said issues. This kind of disagreement is what makes classes like ours possible, for if we all agreed there would be no point to rhetoric. With that said, I expect all students to respect the opinions of their classmates, even if they don't agree. At no time will I tolerate threats, racial slurs, or intimidation. For more on the university's stance on these topics, see <https://www.uta.edu/conduct/code-of-conduct/index.php>

NOTE TAKING



Any notes taken by a student during this class are intended for her or his use only. Under no circumstances are notes to be given or sold to individuals or businesses outside of class. Under no circumstances may "private note takers" or "tutors" attend class, or transcribe class lectures without first obtaining the permission of the instructor and registering with the Office of Disability Accommodations. For more information on intellectual property rights, please contact Dr. Ponce

CAMPUS CARRY



Students should read UTA's policy on concealed handguns on campus. (<http://www.uta.edu/news/info/campus-carry/policy.php>) Please note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of "handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person." Per policy, if a gun is "partially or wholly visible, even if holstered," it's not legal on campus, whether or not it's licensed. I report all illegal activities to the UTA police, regardless of their nature.

PAPER RE-USE



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.

GRADE GRIEVANCES

A+

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.

LATE WORK



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.

UTA DROP RULES



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.

TITLE IX

IX

The University of Texas at Arlington 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 www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Course Calendar

****Subject to Change****

Abbreviations: EAA- *Everything's an Argument*/ TSIS- *They Say, I Say*

WEEK 1

Friday, August 25

- Introduction to the class
- Assign Interview a Professor Assignment (Due Sep. 6)
 - Homework: Read TSIS Chapter 1/ Complete TSIS activities 1 and 2 on pages 14-15 (Submit these on Blackboard under They Say, I Say Exercises Tab)

WEEK 2

Monday, August 28

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 28-29 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Reed "A Content Analysis of Online Coverage of Female Athletes in the 2016 Rio Summer Olympics"

Wednesday, August 30

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Reed TSIS 2

Friday, September 1

- Dr. Ponce wrapping up PhD requirements (No Class Meeting)
- Complete Digital Scavenger Hunt Assignment on Blackboard (Due at start of class on Sep. 6)
 - Homework: Finish Digital Scavenger Hunt Assignment

WEEK 3

Monday, September 4

- Labor Day (University Closed)
 - Homework: If you haven't, finish Digital Scavenger Hunt Assignment

Wednesday, September 6

- Interview a Professor Due Online at the Start of Class
- Introduce the Issue Proposal Assignment (RD Due Sep18/ Final Due Sep 25)
- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 40-41 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Reed "Effects of Invasive Plant Leaf Litter on a Lake Ecosystem"/ Work on Issue Proposal

Friday, September 8

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Reed TSIS Chapter 3/ Work on Issue Proposal

WEEK 4

Monday, September 11

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 50-51 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Work on Issue Proposal

Wednesday, September 13

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Work on Issue Proposal

Friday, September 15

- Focus Writing Exercise In Class
 - Homework: Work on Issue Proposal

WEEK 5

Monday, September 18

- Issue Proposal Peer Review Copy Due Online by Start of Class
- In Class Peer Review Exercises
 - Homework: Work on Issue Proposal/ Complete Online Peer Review

Wednesday, September 13

- In Class Peer Review Exercises
 - Homework: Work on Issue Proposal

Friday, September 15

- Issue Proposal Conferences
 - Homework: Work on Issue Proposal

WEEK 6

Monday, September 25

- Issue Proposal Due Online by Start of Class
- Introduce Mapping the Issue Assignment (Peer Review Version Due Oct 30/ Final Due November 6)
 - Homework: Meet in the Library for next meeting

Wednesday, September 13

- Research and Academic Integrity
 - Homework: Meet in the Library for next meeting

Friday, September 15

- Finding Sources in the UTA Library System
 - Homework: Continue looking for sources

WEEK 7

Monday, October 2

- Evaluating Research Sources
 - Homework: Reed TSIS Chapter 4/ Work on Mapping the Issue Assignment

Wednesday, October 4

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on page 67 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Work on Mapping the Issue Assignment/ Reed "Does the Mere Expectation of a Cellphone Call Occupy Working Memory?"

Friday, October 6

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Work on Mapping the Issue Assignment

WEEK 8

Monday, October 9

- Focus Writing Activity In Class
 - Homework: Reed TSIS Chapter 5/ Work on Mapping the Issue Assignment

Wednesday, October 11

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 76-77 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Work on Mapping the Issue Assignment/ Reed "The Relationship Between Video Game Type and Eyewitness Memory"

Friday, October 13

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Work on Mapping the Issue Assignment

WEEK 9

Monday, October 16

- Focus Writing Exercise In Class
- Mid-Semester Course Evaluation
 - Homework: Reed TSIS Ch 6/ Work on Mapping the Issue Assignment

Wednesday, October 18

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 90-91 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Work on Mapping the Issue Assignment/ Reed "The Role of Practice Testing and Presentation Style on Undergraduate Students' Retention of Information"

Friday, October 20

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Reed TSIS Chapter 7/ Work on Mapping the Issue Assignment

WEEK 10

Monday, October 23

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 100-101 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Work on Mapping the Issue Assignment/ Reed "Lessons from the Field: Creating a Successful Portfolio Strategy"

Wednesday, October 25

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Work on Mapping the Issue Assignment

Friday, October 27

- Mapping the Issue Assignment Conferences
 - Homework: Work on Mapping the Issue Assignment

WEEK 11

Monday, October 30

- Peer Review Version of Mapping the Issue Assignment Due at the Start of Class)
- In Class Peer Review Exercises
 - Homework: Work on Mapping the Issue Assignment/ Complete Online Peer Review Assignment

Wednesday, November 1 (Last Day to Drop at UTA)

- In Class Peer Review Exercises
 - Homework: Work on Mapping the Issue Assignment

Friday, November 3

- Mapping the Issue Assignment Conferences
 - Homework: Work on Mapping the Issue Assignment/

WEEK 12

Monday, November 6

- Mapping the Issue Assignment Due Online at the Start of Class
- Introduction to the Research Position Paper (Peer Review Version Due Nov 29/ Final Version Due Dec 6)
 - Homework: Read TSIS Chapter 8/ Work on Research Position Paper

Wednesday, November 8

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 119-120 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Work on Research Position Paper / Read "Diverse Perspectives: The Study of Post-1500 Material Culture"

Friday, November 10

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Read TSIS Chapter 10/ Work on Research Position Paper

WEEK 13

Monday, November 13

- Discuss Readings with In Class Exercises
 - Homework: Complete TSIS activities 1 and 2 on pages 157-158 (Submit these on Blackboard under They Say, I Say Exercises Tab)/ Work on Research Position Paper / Reed "The Effects of Shade on Primocane Fruiting Blackberries in the Field"

Wednesday, November 15

- Reading Quiz
- Discuss Readings with In Class Exercises
 - Homework: Read TSIS Chapter 11/ Work on Research Position Paper

Friday, November 17

- Discuss Readings with In Class Exercises
 - Homework: Work on Research Position Paper

WEEK 14

Monday, November 20

- Research Position Paper Presentations
 - Homework: Work on Research Position Paper

Wednesday, November 22

- Research Position Paper Presentations
 - Homework: Work on Research Position Paper

Friday, November 24

- Thanksgiving (University Closed)
 - Homework: Work on Research Position Paper

WEEK 15

Monday, November 27

- Research Position Paper Presentations
 - Homework: Work on Research Position Paper

Wednesday, November 29

- Peer Review Version of Research Position Paper Due Online
- Research Position Paper Presentations
 - Homework: Work on Research Position Paper/ Complete Online Peer Reviews

Friday, December 1

- Class Reflection Writing Exercise
 - Homework: Work on Research Position Paper

WEEK 16

Monday, December 4

- Research Position Paper Conferences
 - Homework: Work on Research Position Paper

Wednesday, December 6

- Research Position Paper Essay Due
 - Last Day of Class (No Final Exam For ENGL 1302)