

July 19, 2013

1. College: **College of Liberal and Applied Arts**
2. Department: **English**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **ENG 132**
5. Course title: **Research and Argument**
6. Course catalog description: **Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **2000**
9. Course prerequisites and/or required qualifications for enrolling in the class:  
**Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.**
10. Course **is/will be** available online.
11. Foundational Component Area: **Communication Writing**
12. Explain why this course fits into this foundation component area: **In ENG 132, Research and Argument, students build on the compositional skills acquired in ENG 131 and increase their ability to develop ideas and express them clearly and persuasively by learning appropriate argumentative and research methodologies, how to evaluate secondary sources and to synthesize the ideas of others into their arguments. The course enhances written literacy skills of students by enabling them to participate in research-based written communication, recognizing evidence that is not credible, relevant, or persuasive to the subject, occasion, and audience. These skills include the following Core Objectives: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.**
13. Core Objectives
  - Critical Thinking - Students will be instructed in elements of critical thinking such as creative thinking, innovation, and inquiry, and in analysis, evaluation, and synthesis of information. In ENG 132, students make application of these skills in the writing a variety of persuasive, analytical, and argumentative essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Furthermore, students will learn how to utilize effective research methodologies, evaluate secondary sources, and to integrate the ideas of others into their own arguments. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret, and synthesize their findings resultant from these critical engagements into well-developed, research-based essays evidencing the student's command of effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos). The instruction in ENG 132 will take place by means of lecture, assigned readings, and instructor input during class discussions which model for students how to express and respect diverse points of view and how to make effective valuation and application of secondary resources. Each student's mastery of Critical Thinking will be

demonstrated by means of a culminating Course Capstone Essay in which students will be asked to respond critically or analytically to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words; the prompt will require an evaluation of supports for argument.

- Communication Skills - In ENG 132, students will be instructed in elements of communication skills, such as effective development, interpretation and expression of ideas through written, oral and visual communication. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Instructors provide students models, examples, and explanations about writing processes that help them to create coherent, well-developed, well-organized and unified discussions inclusive of persuasive, analytical, and argumentative writing methodologies. Students will write several research-based assignments or essays throughout the semester. Each student's mastery of Communication Skills will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words; this written assignment will demonstrate appropriate organization, clarity, development of ideas, and appropriate levels of writing competency.
- Teamwork - In ENG 132, students will acquire teamwork skills, including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Teamwork activities may include peer review processes and small group work, collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience in ENG 132, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for course submission. Each student's mastery of teamwork will be demonstrated by means of a Course Capstone Essay in which students will be asked to collaborate in a response to a writing prompt derived either from an assigned reading or arguable position in a sustained, well-developed essay of at least 500 words.
- Personal Responsibility - In ENG 132, students will be instructed in elements of Personal Responsibility, such as the ability to connect choices, actions and consequences to ethical decision-making. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. In ENG 132, students have occasion to study and experience human dynamics and interrelationships as these pertain to the ethical and logical presentation of supports to claims and to effective communication to diverse audiences. Students will learn that writing argument and research well includes making choices that involve complex moralities, ethics, and psychological, spiritual, and intellectual valuations, and that acts of such writing bear with them consequences. Each student's mastery of Personal Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a

sustained, well-developed essay of at least 500 words; this assignment will ask students to respond to the moral or ethical issues presented by the prompt or evidenced by research-based support, including such considerations as credibility, refutability, personal acts, obligations, or responsibilities.

Contact person for questions about this submission:

- a. Mark Sanders, Chair
- b. 936 468 2319
- c. [sandersme1@sfasu.edu](mailto:sandersme1@sfasu.edu)