English 132.010
Research and Argument

Semester: Spring 2016
Course number/section: ENG 132.010
Meeting place: F376
Meeting time: MWF 11-11:50

Instructor: Ms. Teri Klauser
Email: klauserte@jacks.sfasu.edu
Office: F274
Office hours: TR 12:30-1:45

Meeting time: MWF 11-11:50

Required Texts:
*Lumberjacks Write* 4th edition by Liz Tasker and Nancy Fox
Materials on D2L; these MUST be printed and brought to each class.
*Prentice Hall Reference Guide* by Muriel Harris and Jennifer L. Kunka

Course 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. Prerequisite: C in English 131. Must
earn a C or higher to be admitted to any English 200-level course.

English Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes
for this major are addressed in the course.

General Education Core Curriculum:
This course has been selected to be part of Stephen F. Austin State University’s core curriculum.
The Texas Higher Education Coordinating Board has identified six objectives for all core cour-
ses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Team-
work, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement
of its general education core curriculum by regular assessment of student performance on these
six objectives.
Assessment of these objectives at SFA will be based on student work from all core curriculum
courses. This student work will be collected in D2L through LiveText, the assessment manage-
ment system selected by SFA to collect student work for core assessment. LiveText accounts
will be provided to all students enrolled in core courses through the university technology fee.
You will be required to register your LiveText account, and you will be notified how to register
your account through your SFA e-mail account. If you forward your SFA e-mail to another ac-
count and do not receive an e-mail concerning LiveText registration, please be sure to check your
junk mail folder and your spam filter for these e-mails. If you have questions about LiveText
call Ext. 1267 or e-mail SFALiveText@sfasu.edu.
The chart below indicates the core objectives addressed by this course, the assignment(s) that
will be used to assess the objectives in this course and uploaded to LiveText this semester, and
the date the assignment(s) should be uploaded to LiveText. Not every assignment will be col-
lected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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**English 132 Learning Outcomes**

ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. 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 essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical de-
velopment of ideas (logos), and effective use of examples, expertise, or insight (ethos); a re-
search essay is the culminating writing of this course; students will learn appropriate research
methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their
arguments.
2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effec-
tive development, interpretation and expression of ideas through written, oral and visual commu-
nication. Following instruction about group interaction, students will engage in oral communica-
tion through class discussions and group work (orally in face-to-face courses, electronically in
online courses). Students will have occasion to respond to visual medium, as found in assigned
readings, lectures, power-point presentations, or other media dependent upon course materials.
Students learn processes for writing that help them to form coherent, well-developed, well-orga-
nized and unified discussions through a variety of writing methodologies, including persuasive,
analytical, and argumentative methodologies. Students will write several essays; the culminating
assignment will be an argumentative, research-based essay, and rubrics will assess such concerns
as development and exploration, mechanical clarity, interpretation or expression of ideas, and
effective use of research methodologies.
3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the
ability to consider different points of view and to work effectively with others to support a shared
purpose or goal. Following instruction about peer review processes and small group work, stu-
dents will perform peer mentorship on essay assignments and work together on group projects,
which may include collaborative writing occasions, group presentations, or panel discussions. As
peer review is the common teamwork experience, students will be required to share potentially
diverse ideas with one another, to address those views in appropriate ways, and to help one an-
other to finalize essays for submission.
4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the
ability to connect choices, actions and consequences to ethical decision-making. Students will
have opportunity to examine numerous secondary sources, to determine the credibility and value
of those sources, and to understand how argumentative methodologies bear responsibility and
consequence.

Students entering English 132 should:

- be able to formulate a thesis statement.
- understand the meaning and relationship of claim, evidence, and analysis.
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose, mes-
  sage, context) and the rhetorical appeals (ethos, pathos, logos).
- understand what makes a unified and coherent paragraph and be able to write one.
- produce mechanically sound essays with only minor grammatical, punctuation, and spell-
  ing errors.
- understand what constitutes plagiarism
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.
Assignments:
Each final assignment must be turned into D2L Dropbox by 5pm. You will bring 2 hard copies of rough drafts on peer review days: 1 copy for a peer and 1 for me. All late assignments will have 10 points deducted per late day from the grade for each day it is late. If you do not know how to submit an assignment online, please ask me or a peer. Not knowing how to submit to Dropbox WILL NOT serve as an acceptable excuse for not turning in an assignment.

Group Project: As a group you will discuss and analyze the reading/article concerning the historical background of the Vietnam War. You must turn in the group worksheet, AND your own individual work. DUE 2/8

Essay 1: Critical Analysis. You will analyze two stories from Tim O’Brien’s short story collection Things They Carried. Essay must be between 750-1,000 words (3-4 pgs). DUE 3/7

Essay 2: Argumentative Synthesis. You will read two articles and choose a side of argument. You must use 1 of the 3 argumentative methods. Paired with the essay, you must include an explanation of why and how the method was used. Essay must be between 1,000-1,250 words (4-5 pgs). *Capstone Assignment. DUE 4/4

Proposal: Introduces your topic, thesis, and overall plan for your research paper. Must be between 250-300 words. DUE 4/11

Essay 3: Annotated Bibliography. You will collect 7-8 sources and annotate and cite them in preparation for the final research paper. DUE 4/27

Essay 4: Research Paper. The student will research a specific topic and use sources from the annotated bibliography to provide evidence to make a clear argument. Essay must be between 2,000-2,500 words (8-10 pgs). DUE 5/6

Final Exam (in class). TBA.

Peer Review:
Peer review is a very important element to this course. You will have peer review workshops for each major essay. It is strongly advised not to miss a peer review day, for not only will it affect your overall grade, but it will also be beneficial to your final papers and your overall growth as writers. Besides the initial peer review process, you will also do a peer review response. This is for you to comment about your workshops and what you might have learned, and also for me to see your group’s progress. Therefore, your peer review grade is in two parts: the initial workshop and also the response given to me when you turn in your final essays. Failure to bring a RD (at least 2 pages) to class on peer review days will NOT be tolerated.
Conferences:  
During the semester, I will offer a time for conference periods. Each student will be **required** to attend their appointment. If the student misses the scheduled conference time, they will be counted as **absent**.

Quizzes:  
There will be a possibility of quizzes throughout the semester, which be accredited to your daily grade score.

Participation:  
I expect every student to participate in class discussion. This classroom is meant to have a friendly and open atmosphere. So, speak up and get involved! This also includes the writing and activities we will do in class. Even if you are present in class, if you are not actively participating in conversation, your participation grade will be influenced negatively.

Extra Credit:  
As I want you to all grow as writers, there will be extra credit available throughout the semester. If you go to the AARC you will receive a **5 point bonus** on your essay’s final grade. You will not only be required to give me the pink slip from the tutor, but you will also be required to write a short reflection (at least 5-10 sentences) on the tutoring session: how it helped or didn’t help, what you learned, etc. Only then will you receive the bonus points. I will not offer any individual extra credit, as all extra credit opportunities will be available to everyone. There will be **NO special treatment to anyone**. So, keep your ears open and be involved. You never know when I might offer an extra credit opportunity.

All Readings:  
Make sure that every reading I assign, either in your textbook, any handouts, or D2L readings, are brought to class the next day, prepared for discussion. (Note: We will be reading multiple short stories by Tim O’Brien. These stories involve violence and some excessive language.)

**GRADING**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Group Project:</td>
<td>5%</td>
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<tr>
<td>Critical Analysis:</td>
<td>10%</td>
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<tr>
<td>Argumentative Synthesis:</td>
<td>10%</td>
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<tr>
<td>Proposal:</td>
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<td>Annotated Bibliography:</td>
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<td>Research Essay:</td>
<td>20%</td>
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<tr>
<td>Daily Grades:</td>
<td>10%</td>
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<tr>
<td>Participation:</td>
<td>5%</td>
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<tr>
<td>Peer Review:</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>10%</td>
</tr>
</tbody>
</table>
Final Grade
90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

*All assignments should adhere to MLA guidelines: one inch margins all around, appropriate headers, double-spaced, written in Times New Roman 12 point font, with Works Cited attached to the back of the paper. Each assignment must also meet the minimum page and source requirement. Failing to meet these guidelines will result in a significant negative impact on the assignment's grade.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). Here is a general description of what is meant by each letter grade:

A - Student meets and exceeds the expectations for the assignment. Their writing demonstrates an understanding of all the key concepts needed to effectively complete the piece of writing. The paper has few, if any, grammatical and syntactical errors.

B - The student meets the expectations for the assignment. Their writing demonstrates an understanding of most of the key concepts needed to effectively complete the piece of writing. The student has a few grammatical errors and other problems.

C - The student meets the expectations for the assignment. Their writing demonstrates an average understanding of most of the key concepts; however, there may be a few things they have a problem with. The paper has several repeated grammatical errors.

D - The student does not meet at least one expectation for the assignment. Their writing demonstrates little understanding of key concepts, and they may ignore parts of the assignment entirely. The paper has quite a few grammatical errors.

F - The student does not meet most of the expectations for the assignment. Their writing demonstrates no understanding of key concepts taught in class. They are missing pages or have plagiarized. Their writing is almost incomprehensible because of many grammatical errors.

*If you have any questions concerning your grade, I will be available to discuss it with you at least 24 hours after you've received your assignment back. I will NOT discuss it until then. Please do not ask me to discuss your grade during class, as this is highly interruptive. Instead, please come see me during my office hours.

Attendance:
Entering the class late is disrupting; three tardies will be considered one absence. I will count anyone after five minutes from the beginning of class time as tardy. If you are more than 10 min-
utes late to class, you will be counted absent. Also, my classroom is not a place for napping, and you will be counted as absent if you choose to do so.

- I will allow up to 3 excused and/or unexcused absences. By the 4th absence, your participation grade will be affected.

- The absences that count as excused will be documented family emergencies, university sanctioned events, and extreme medical issues (hospitalization).

- All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from coach on SFA letterhead, etc.).

- Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.

- In class assignments and activities cannot be made up unless you have a documented, excused absence.

- An excused absence does not also excuse the homework that is due for that day. You are still required to turn in the assignment(s) due that day via D2L, otherwise it will be considered late work. Any homework without a D2L dropbox available may be turned in to my email or office dropbox—meaning there is no excuse for late work.

- Students with more than 9 absences (excused or unexcused) who fail to drop the course, will receive an F for the semester.

- If you miss a class, it is YOUR responsibility to find out what we did that day in class. This does NOT mean it is my responsibility. I highly recommend to have a classmate’s contact information in case you need help in this area.

Late Assignments:
Major grades missed due to legitimate circumstances beyond a student’s control may be made up if arrangements are MADE IN ADVANCE AND NOT AFTER THE FACT. The university excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. Students are responsible for providing satisfactory documentation in such situations. Extensions for major papers will be left to my discretion, but students must see me at least 3 days prior to the assignment due date and present me with a valid reason for me to consider an extension.

Withheld Grades - Semester Grades Policy (A-54):
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calen-
A year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Academic Integrity:**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: If you are caught cheating or plagiarizing in my class, you will AUTOMATICALLY FAIL the course and I will report you to the Dean of your college.

Academic dishonesty includes both **cheating** and **plagiarism**. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Acceptable Student Behavior:**
A recent policy from the Provost’s Office states, “Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate / inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

**Individual Policies:**

- Cell phones, head phones or ear buds, iPods or MP3 players, laptops, or any type of tablet are not allowed in the classroom unless your textbook is an electronic text. If I see or hear these items, I will ask you to put them away, but if the behavior continues you will be asked to leave.
the classroom. If you need to take a phone call for an emergency, you may step out of the class-
room, but do not disrespect your classmates by answering the phone in class.

• Unless you have my permission, do not bring any guests, children, or significant others to
class. This is a safety issue.

• I do not mind if you bring drinks or snacks to class, BUT please do not bring pungent or loud
food. This is very disruptive and I will ask you to put it away or leave.

• It is disrespectful to talk when I or your fellow classmates are speaking. Please raise your hand
if you have something to say; DO NOT talk over someone.

• Pay attention! If you are daydreaming or doing homework for another class, I will not ask you
to leave, but you are wasting valuable learning time and it will affect your participation grade
as well as your learning experience. If you are sleeping in my class you will be considered ab-
sent.

• If you wish to contact me, you may send me an email. You MUST put ENG 132 and your sec-
tion number in the subject line. Please construct your emails professionally and avoid “text
message” format.

Discrimination / Sexual Harassment:
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against an-
other on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability
or disabled veteran status, and such acts will not be permitted in this class. If any behavior re-
flects this type of discrimination and/or harassment the student may be asked to leave the class-
room and counted as absent. For additional information, consult Human Resources for Policy E-
46.

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students
with disabilities must contact the Office of Disability Services (ODS), Human Services Building,
and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified,
ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be
provided. Failure to request services in a timely manner may delay your accommodations. For
additional information, go to http://www.sfasu.edu/disabilityservices/.

AARC:
Writing tutors are available in the Academic Assistance and Research Center on the first floor of
the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108.
I encourage all of you to visit and meet with a tutor.