English 132.012
Research and Argument

Spring 2016
Instructor: James A. Clark
Meeting Times 11:00-12:15
Location T.E. Ferguson 271

Office: Ferguson 279
Office Hours: TR 12:30-1:45
E-mail: clarksfaclass@gmail.com

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.

Required Materials
Lumberjacks Write! Fourth edition (provided by the university)
Other reading materials will be made available through handouts or D2L

Recommended (but not required)
The Elements of Style by William Strunk

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 courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, 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 management 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 account 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 collected 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>
<td>Capstone Assignment</td>
<td>May 13, 2016</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Capstone Assignment</td>
<td>May 13, 2016</td>
</tr>
<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>
<td>Capstone Assignment</td>
<td>May 13, 2016</td>
</tr>
<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>
<td>Capstone Assignment</td>
<td>May 13, 2016</td>
</tr>
</tbody>
</table>

**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 development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research 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 effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication 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-organized 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, students 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 another 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:
- must be able to formulate a thesis statement.
- should understand the meaning and relationship of claim, evidence, and analysis.
- should know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos).
- should understand what makes a unified and coherent paragraph and be able to write one.
- should produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.
- should understand what constitutes plagiarism
- should grasp MLA basics: page formatting, quotation, citation, and Works Cited lists.

Classroom Decorum: Classroom discussions will be in an open format. All participants in discussions are expected to remain courteous and respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary problems at the college level, persistent behavioral disruptions will result in the student in question being asked to leave and receiving an absence for the day.

Food and drink are acceptable within reason; noisy packaging and overwhelming odors should be avoided (no broccoli). If issues arise from this policy, it is subject to change.

Sleeping will result in an absence for the day.

Reading other materials during class is not acceptable.
Use of technology is acceptable only under certain circumstances. Cell phones should be silenced before entering my class, if your phone goes off accidentally during class, turn it off quickly. If an emergency arises, please quietly leave the classroom and return quickly once the situation has been handled.

That being said, let me add that we live in an era of quick access to information; there may be times when I allow and even encourage the use of technology to find answers or solve problems. Most of the time, however, devices should be out of sight.

Plagiarism: Don’t. Just don’t. You will almost certainly get caught, and if you get caught, you will fail the assignment and, in extreme cases, the course. In all likelihood, I will initiate disciplinary proceedings. Do. Not. Plagiarize.

Early Alert: 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 available to help SFA students succeed.

Assignment Submission: Assignments are due at the beginning of class on their due date and via D2L. For the major assignments, a complete draft must be turned in to me by the assigned date and time or the paper cannot receive higher than a C. Failure to submit any one of the major assignments will result in failure of the course. One letter grade per day will be deducted for late assignments.

Late Work: Daily work may be assigned during the class period; makeup work is only available in cases of excused absence. Otherwise, I will not accept any work after the day and time it is due. You should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Acquire a flash drive and make frequent backups.

Rewrite: You may choose one of the first three major assignments with a grade higher than 0 and rewrite it for a chance to improve the grade on that assignment.

Format: All major assignments will utilize correct MLA format and 12-point Times New Roman or other serif font, must be double spaced, and must be presented both in print and on D2L.

Page counts must be met. For example, a five-page essay means five full pages, not including the Works Cited page. I advise you to err on the side of caution by rolling slightly past the page count. One letter grade per page will be deducted for papers which do not meet the page count.

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl
online. Essays which do not include a Works Cited page will not receive more than half the total points possible.

**Grading:**

Daily work, quizzes,
- attendance, and participation: 200 points
Assignment 1 100 points
Assignment 2 100 points
Assignment 3 150 points
Assignment 4 150 points
Assignment 5 200 points
Final Exam 100 points

Total: 1000 points

Please note that if you have a grade you feel is undeserved, I am willing to consider the matter only under specific circumstances:

- You must have allowed 48 hours from the time you received the grade before contacting me. This “cooling-off” period is helpful in giving us both perspective and allowing you to consider your complaint.
- As the focus of this course is argument, your opportunity to have your grade reconsidered is contingent upon providing a brief (1-2 pages should suffice) essay explaining in detail why your work deserves closer examination. Convince me.
- You must acknowledge, via signature, that you are aware that a changed grade is not necessarily an improved grade and that, if I choose to revisit your essay, there is a strong likelihood that I will find further errors, thus resulting in a lower grade.

The AARC is available to students as a helpful resource for fine-tuning the quality of your writing. The AARC’s writing walk-in tables are open from 3-8pm Monday-Thursday and 4-6pm on Sundays. **If you utilize the AARC, bonus points will be awarded** as long as you provide documentation.

**Attendance:** Students are only allowed three unexcused absences and/or six excused absences (no more than six classes total may be missed). Any additional absences will result in automatic failure of the course.

Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding its validity. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work when the nature of the work permits. However, no absences beyond the nine will be permitted, whether unexcused or excused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must turn in all major assignments to pass the course.
I take attendance at the beginning of class; arriving more than five minutes after class begins will result in your being marked absent.

**Academic Integrity (A-9.1)**

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**

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)

**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 calendar 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.

**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/](http://www.sfasu.edu/disabilityservices/)