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. You must earn a C or higher in ENG 132 to be admitted to any English 200-level course.

(Although it will not be our sole topic for the semester, you will notice in the readings in the schedule below an emphasis on college and the collegiate experience, which I trust is a matter of some interest to each of you and a matter that can easily interface with your particular interests and/or majors.)

Required Texts:


- *Lumberjacks Write*, ed. Wooten, 2015. (You should have this from ENG 131; if you don’t, let me know)

General Education Core Curriculum Objectives: 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 assignments that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignments should be uploaded to LiveText. Not every assignment will be collected for assessment every 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 Essay</td>
<td>17 Feb</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>Group Project</td>
<td>11 Mar</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>
<td>Group Project</td>
<td>11 Mar</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making</td>
<td>Capstone Essay</td>
<td>17 Feb</td>
</tr>
</tbody>
</table>

**Student 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 composition 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 how 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 media, 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 consequences.

**Program Learning Outcomes:** As this is a general education core curriculum course, no specific program learning outcomes for this major are addressed in this course.
Students entering English 132 should

- be able to formulate a thesis statement.
- understand the meanings and relationships of claim, evidence, and analysis.
- know and be able to apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos).
- understand what makes a unified and coherent paragraph and be able to write one.
- be able to produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.
- understand what constitutes plagiarism.
- be proficient in MLA basics, such as page formatting, quotation, citation, and Works Cited lists.

Course Requirements: Five major assignments will determine the bulk of your grade in this course:

1. **Capstone Essay (15%)**: An analytical essay of 750-1000 words responding to two designated essays. Peer and self-evaluation are necessary components of this assignment.

2. **Group Project (15%)**: 20-25 minute PowerPoint presentations (and supporting materials to be specified) in which students working in groups present a range of views on a topic and then offer a synthetic position.

3. **Abstract and Annotated Bibliography (20%)**: A 250-word description of the research project (its thesis and methodology) and an 8-10 item list of potential sources with 150-250 word evaluative annotations.

4. **Researched Essay (30%)**: An argumentative essay of 2000-2500 words that follows from and builds upon the work of the previous assignment (i.e., the abstract and annotated bibliography).

5. **Final Exam (10%)**: A timed writing exercise.

More specific information about each of these assignments will be forthcoming. The remaining 10% of your grade will be based on participation, per the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion and/or daily writing; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete and polished drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
</tr>
<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion and/or daily writing; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits complete drafts of all papers for instructor and peer feedback; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion and/or daily writing; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates a noncommittal attitude; sporadic contributions during group activities.</td>
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Grading Policy for Written Work:

NB: All written work not produced by hand in class needs to be typed, 11- or 12-pt font, double-spaced, with one-inch margins and the standard MLA first-page material (see, e.g., LSH pp. 133-34 or the material in Lumberjacks Write).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. The composition is mechanically pristine with only the smallest grammatical defects.</td>
</tr>
<tr>
<td>B</td>
<td>Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily affected by grammatical errors.</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer’s credibility is damaged by multiple grammatical and mechanical errors.</td>
</tr>
<tr>
<td>D</td>
<td>This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.</td>
</tr>
<tr>
<td>F</td>
<td>The student turned something in, but it did not fulfill most or any of the assignment’s requirements.</td>
</tr>
</tbody>
</table>

Attendance Policy: Students are only allowed six excused absences and three unexcused absences (no more than nine classes total may be missed). Any additional absences (i.e., more than nine total or more than three unexcused) will result in 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 the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must complete all five major assignments in order to pass the course. Late work will be penalized one letter grade per business day of lateness, and no assignments will be accepted by e-mail without prior approval.

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. 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. Read the policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf.

Withheld Grades (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 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. 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/.

The Academic Assistance and Resource Center: The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. It also offers online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit the center on the first floor of the Steen Library, or call 936-468-4108.

Schedule

Week One
20 Jan  Introduction to the course
22 Jan  Diagnostic writing exercise (in class)

Week Two
25 Jan  Responses to Friday’s writing exercise
27 Jan  Edmundson, “On the Uses of a Liberal Education I: As Lite Entertainment for Bored College Students” (D2L)
29 Jan  Shorris, “On the Uses of a Liberal Education II: As a Weapon in the Hands of the Restless Poor” (D2L)

Week Three
1 Feb  Farell and Hoover, “Getting Schooled in Student Life”; McGrath, “Going Native”; Lang, “The Myth of First-Year Enlightenment” (D2L)
3 Feb  TSIS “Introduction”
5 Feb  TSIS 1.1-3 (summary, quotation)

Week Four
8 Feb  TSIS 2.4-7 (response, agreement/objection)
10 Feb  TSIS 3.8-11 (transition, repetition, metacommentary, revision)
12 Feb  Editing exercises and syntax issues [LSH S-1-S-9, P1-P11]
Week Five
15 Feb  | **Capstone Essay draft due in class.** Peer review
17 Feb  | **Capstone Essay final due (in class and uploaded to LiveText).** Introduce group project
19 Feb  | TSIS 4.12-14

Week Six
22 Feb  | TSIS, section 16, essays by Owen and Sawhill, Ungar, and Murray
24 Feb  | TSIS, section 16, essays by Addison, Hrabowski, and Graff
26 Feb  | TSIS, section 16, essays by Rose and Obama

Week Seven
29 Feb  | **Group Project individual summaries due in class**
2 Mar   | Group Project work
4 Mar   | Group Project work

Week Eight
7 Mar   | **Group PowerPoint presentations**
9 Mar   | **Group PowerPoint presentations**
11 Mar  | **Group PowerPoint presentations (if needed; all final PowerPoints uploaded to LiveText by this date)**

Spring Break

Week Nine
21 Mar  | Writing processes and developing paragraphs [LSH W-2-W-3]
23 Mar  | The research process [LSH R-1-R-3]
25 Mar  | **Easter holiday**

Week Ten
28 Mar  | **Easter holiday**
30 Mar  | Abstracts [LSH W-11]
1 Apr   | Library database exercises

Week Eleven
4 Apr   | More with library databases and source evaluation
6 Apr   | Annotation exercises [LSH W-10]
8 Apr   | Citation exercises [LSH MLA-a-MLA-c]

Week Twelve
11 Apr  | Argument [W-5]
13 Apr  | Fallacious argument
15 Apr  | **Abstract and Annotated Bibliography drafts due in class.** Peer review

Week Thirteen
18 Apr  | **Final Abstract and Annotated Bibliography due in class**
20 Apr  | Word choice [LSH L-1-L7]
22 Apr  | Formatting a paper [LSH MLA-d-MLA-e]

Week Fourteen
25 Apr  | Individual Conferences (appointments, my office, bring a draft of your paper)
27 Apr  | Individual Conferences (appointments, my office, bring a draft of your paper)
29 Apr  Individual Conferences (appointments, my office, bring a draft of your paper)

Week Fifteen
2 May  Class discussion of research findings
4 May  Researched Essay drafts due in class. Peer review
6 May  Researched Essays due in class

Final Exam