Instructor: Dylan Parkhurst
Email: deparkhurst@sfasu.edu
Phone: 468-2365 (it is better to email me than to call as I am not always in my office)
Office: LAN328
Office hours: MW: 9-10:30; TR: 11-12

If you need to contact me, email is the best way; I check it frequently. You may phone me, but I am not always in my office, and there is no guarantee I will receive any messages you leave. Also, students need to use the email address listed above to contact me. Emails sent through D2L email may not get to me in a timely manner.

This syllabus is subject to revision at any time. It is in your best interest to know and understand the course policies laid out in this document as you will be held to them even if you choose not to know them.

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.

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

Additional Information
English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first half of English 132 focuses analyzing and interpreting a set of essays and how they relate to one another. These skills are then moved on to researching, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course is a longer, researched essay meant to demonstrate the skills students have learned in both English 131 and 132.

As opposed to English 131, English 132 begins to focus on more college-oriented skills. Moreover, English 132 is also a bit more rigorous and demanding. As such, I have designed this course to stretch your reading comprehension, writing, and critical thinking skills. Moreover, the second half of the semester focuses on research and information literacy, both of which are invaluable in a college setting.

Remember, if you took English 131 and made lower than a C, you may not be enrolled in English 132. You must reenroll and pass English 131 before moving on. Moreover, in order to
take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

**General Education Core Curriculum Objectives:**
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:

1. **Critical Thinking:** Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills:** Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Teamwork:** The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility:** The ability to connect choices, actions and consequences to ethical decision-making.

<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>Not evaluated this semester</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Not evaluated this semester</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>
<td>Not evaluated this semester</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>Not evaluated this semester</td>
<td>05/06/16</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Not evaluated this semester</td>
<td>05/06/16</td>
</tr>
<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>
<td>Not evaluated this semester</td>
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**English Program Learning Outcomes:**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes for ENG 132:**
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.

**Required Texts and Materials**

- Any handouts I give throughout the semester (Most of your readings will come from handouts)
• Paper and a pen. You will write in class, so be prepared for it. It is not your classmate’s responsibility to provide you with writing materials. If you are consistently asking your classmates for materials, I will ask you to leave for the day and charge you an absence. Come prepared every day.

Grading Criteria:
Missing two major assignments (papers and or portfolio) will automatically fail you for the course.

Daily Grades 10%
Synthesis and Critical Analysis 1 20%
Synthesis and Critical Analysis 2 (Capstone Essay) 20%
Annotated Bibliography 20%
Final Research Paper 30%

Papers
You will write four major essays for this class – two synthesis and critical analysis papers, an annotated bibliography, and a research paper. Since these papers are the major source of your grades, follow the instructions given here and on paper prompts.

ALL PAPERS MUST:
• Meet the guidelines given on the prompt
• Be in essay form
• Be typed, double-spaced in MLA format using 12pt Times New Roman
• Have appropriate headings
• Have an original title. DO NOT use the title of another work as your title
• If the assignment requires quotes or sources, use appropriate attribution.
• Be submitted electronically through myCourses. More on online submissions later.

I will fail papers for the following:
• They are late; your papers must be in at the start of class. The due dates are not flexible.
• Does not meet page length. If the assignment requires a minimum of 3 pages, the paper needs to be three full pages.
• Does not follow proper format.
• Has an abundance of spelling/grammar errors
• Is plagiarized
• Is not submitted online through D2L. Emailing me your paper does not constitute an online submission

If you fail a paper, do not lose hope, or think it is personal. You are here to learn, and often we learn best through our failures. Any comments I make are meant to help you. You will be allowed to revise one paper – unless you didn’t turn one in – and as a requirement for a revision, you must meet with me to discuss your paper. You will also be required to go to the AARC, which is a wonderful service the university provides students.

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially
completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Writing**
This is a composition course, and as such, it should be no surprise there will be writing involved. Most of your grades are based on the four major essay assignments, but there will be other writing assignments that will count for daily grades, homework, or participation. While these assignments may not appear to be as important as the major essays, they are essential to further develop your writing skills; to be a better writer, one must get used to the act of writing. Furthermore, as noted in the grade breakdown above, these writings will count towards the 15% of the participation grade. Do not treat these assignments as inconsequential; they have a big impact on your final grade.

**Attendance**
Attendance is essential for success in a writing course. By not attending class, you miss out on discussion of the material that may bring further understanding of the texts we read, which can help you gain a better understanding of the use of rhetorical arguments. Obviously, attendance is often simply measured by a student being present on any given day, but I also measure using other factors, including coming with the required materials on a daily basis, being prepared for discussion, and being an active participant in the class (I will clarify this statement later in the syllabus). If a student accrues six absences, they will receive a failing grade. I do not differentiate between excused and unexcused absences. You do not need to explain to me why you missed a day, nor do you need to provide a doctor’s note or other form of written excuse.

Sleeping in class will cause you an absence. While physically you are present, mentally you are not. Also, if you are late to class, depending on the severity, you will receive either half an absence or a full one. Tardiness is disruptive and rude. Be considerate of your classmates and be on time. Also, if a student repeatedly and consistently gets up and leaves the room, I will begin to mark them as absent. Take care of your personal needs before class.

Being absent is not an excuse for missed information or assignments. Get with a classmate – or email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction. I do not accept late work. If you are more than ten minutes late to class, your paper will be considered late. If you do not come to class the day a major assignment is due, the assignment will not be accepted and you cannot use your revision to make it up.

**Acceptable Student Behavior:**
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 available to help SFA students succeed.

**Revisions**

You will be allowed one revision this semester from either the first or second paper. Revisions offer you a chance to recover from a possibly grade damaging paper. Revisions will only be allowed for papers that receive a C or below. For your revision to count it must do several things:

- Make corrections beyond just those marked on the original paper. What this means is you sat down, read my comments, looked at what was marked, reread your paper, and understood what the errors were and how to fix them. Any paper that just “fixes” the areas I marked will not be given full credit for a rewrite.
- Along with your revision, there must be a one-page explanation of the changes you made and why you made those changes. This explanation needs to provide examples from your original graded paper as a way to support your claim of understanding. No revision will be accepted without this page.
- Because this is a revision, there should not be an abundance of grammar, spelling, or formatting errors. Any revisions that still contain these types of errors will not improve your grade, but will burn your revision opportunity. Make the revision worth your time and mine.
- You will need to see me within one week of receiving the original graded paper to inform me of your plans to revise, as well as confer with me on ways to improve your paper. This is not optional. Any student that does not meet with me, yet hands me a revision, will have it handed right back to them.
- You will need to go to the AARC at least once to have a tutor look at your revision. It would be in your best interest to go with specific questions and concerns. If you do not understand why you got the grade you did, the AARC is not going to help you in that way. You need to be cognizant of your writing abilities and be able to see what you are doing and not doing to make the visit to the AARC effective. If you go with generalities, the tutors will focus on the areas they think needs the most work, which may not be what you are looking for. The AARC visit is not optional.
- The original graded copy must be turned in with the revision. If I do not receive this copy, I will not grade the revision
- The revision must be submitted online through D2L. There will be a separate link for revisions. Again, if it is not turned in online by the time the revision is due, I will not accept it.

**Plagiarism/Academic Dishonesty**

Plagiarism and Academic dishonesty are the use of another’s ideas and attempting to pass them off as your own, having someone else write your paper, and/or falsifying sources. This list is not all-inclusive, but just so you are aware, I will not tolerate plagiarism. If I determine you have plagiarized someone’s work, or any other form of academic dishonesty, you will receive a zero for the assignment with no opportunity to revise it. You may also receive a failing grade for the course. Simply, do not do it. Below is the official SFA policy on academic dishonesty.
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)

Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. I will catch you, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding a paper assignment, please come see me during my office hours. I am always happy to help.

Do not be tempted to have other people “help” you write your papers. As students in this course, you will provide me a considerable amount of in-class writing, and I will get to know your writing style and voice. Departures from your normal style send up red flags. Do your own work.

**Daily Grades**

Daily grades will be evaluated by use of quizzes, in-class writing, individual preparedness, and class discussion. I expect each student to come prepared to class every day with the required reading material, which needs to be read and/or completed. Not coming with material or being prepared will count as a zero for that daily grade, as well as an absence.

An important part of the education process is learning to discuss material with your peers. I don’t believe in a “right” answer, and more often than not, you will see a something in a manner I have not considered before. It is important that you share your ideas with the class. Here are the criteria on which I grade participation:

- Ability to discuss material covered in class and readings
- Ability to ask intelligent, thoughtful questions. If you don’t understand something, by all means ask. You probably are not the only one who doesn’t understand.
- Reading the material. If you haven’t read, your quiz will reflect it, and your participation grade will go down.
• Showing respect for your classmates, yourself, and me. Do not engage in side conversations. Listen actively. You don’t have to agree or even like what we read or are discussing, but you will need to act as an adult.

• One of my biggest pet peeves is texting in class. If I catch you texting, I will call you out. You will be marked absent for the class period. Turn your phone off when you enter my class.

• If you do not come to class with the required material, I may ask you to leave, charge you an absence, or give you a zero for that day’s participation. This is a writing class, and as such, you should be prepared to write.

Blogs
As a part of your daily grade, you will be required to create and maintain a blog, through which you will respond to prompts, assignments, and other course material. All blogs will be due on Fridays by the start of class, and at a minimum be 300-500 words. We will discuss further expectation in class.

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/.

Email
At some point during the semester, you will probably email me. Here is what I expect out of your emails.

• They have a subject line referencing the class and section. Emails that do not do this very basic rule will be deleted.

• They are legible (grammatically correct and doesn’t use web abbreviations: “LMAO, LOL, U R mean.”)

• Has a greeting and signature

• Do not email me about a paper the day it is due unless it is an absolute emergency.

This document is the rulebook for the class, and by staying in this course, you are agreeing to these rules. Get to know them. If you have a question about anything in here, feel free to ask.
**Course Calendar**
Be advised, this calendar is subject to change, based on class needs, time constraints, or decision of the instructor. If any amendments are necessary, they will either be posted on D2L, given to you in class in the form of a handout or verbal instruction, or all of the above.

Week 1: Course Introduction and syllabus; Synthesis

Week 2: Logical Fallacies; Classical Argument

Week 3: Read and Discuss: “Disobedience as a Psychological and Moral Problem;” “Harrison Bergeron; Paper one prompt

Week 4: Read and Discuss: “Letter from Birmingham Jail,” “A Vindication of the Rights of Women,” and “A Modest Proposal”

Week 5: Drafting, Peer Review and Final Drafts due

Week 6: Introduction to Unit 2; Rogerian Argument; Toulmin Model of Argument;

Week 7: “A Developmental Examination of Violence against Women,” “Violence and Gender Reexamined,” and “Little Girls or Little Women? The Disney Princess Effect,” “Shul,”

Week 8: “The Trouble with Diversity: How We Learned to Love Identity and Ignore Inequality,” “Just Walk on By: Black Men and Public Space;” Begin drafting.

Week 9: Papers due; Introduction to Annotated Bibliography

Week 10: Library Research; MLA Exercise; Writing a Proposal

Week 11: Proposals due; In-class Exercise

Week 12: Individual Conferences

Week 13: Peer Review: Annotated Bibliography due

Week 14: Drafting Final Essay; Peer Review

Week 15: Final Essays due

Week 16: Final