L. Bishop
Spring 2016
Office: LAN 327
Office Hours:
MW: 11:00-2:00
TR: 10:00-11:00
And by Appointment

English 132.020 (9:00-9:50) MWF (F. 376)
Tentative Course Calendar

01/20: Course Introduction; Policy
01/22: Ch. 19: “Arguing”

Essay I: Evaluation Argument
01/25: Ch. 8: “Justifying an Evaluation” pp. 350-384
01/27: Ch. 8: “Justifying an Evaluation”
01/29: Ch. 8: “Justifying an Evaluation”
02/01: Work on Evaluation Argument
02/03: Work on Evaluation Argument
02/05: Work on Evaluation Argument
02/08: Draft I Evaluation Argument Due
02/10: Work on Evaluation Argument
02/12: Work on Evaluation Argument

Annotated Bibliography
02/15: Evaluation Argument Due; pp. 672-673: Annotated Bibliography Assignment
02/17: Ch. 23-27: Researching & Managing Information; Source Citation
02/19: Ch. 23-27: Researching & Managing Information; Source Citation
02/22: Research for Annotated Bibliography
02/24: Research for Annotated Bibliography
02/26: Research for Annotated Bibliography
02/29: Research for Annotated Bibliography
03/02: Research for Annotated Bibliography
03/04: Research for Annotated Bibliography
03/07: Draft I Annotated Bibliography Due
03/09: Work on Annotated Bibliography
03/11: Annotated Bibliography Due; In-Class Exercises
03/14: Spring Break
03/16: Spring Break
03/18: Spring Break

Essay II: Causal Argument
03/21: Ch. 9: “Speculating about Causes” pp. 402-435
03/23: Ch. 9: “Speculating about Causes” pp. 402-435
03/25: Easter Holiday
03/28: No Class
03/30: Work on Causal Argument
04/01: Work on Causal Argument
04/04: Draft I Causal Argument Due
04/06: Work on Causal Argument
04/08: Work on Causal Argument
Essay III: Proposal Argument

04/11: Causal Argument Due; Ch. 7: “Proposing a Solution” pp. 296-331
04/13: Ch. 7: “Proposing a Solution”
04/15: Ch. 7: “Proposing a Solution”
04/18: Work on Proposal Argument
04/20: Work on Proposal Argument
04/22: Work on Proposal Argument
04/25: Draft I Proposal Argument Due
04/27: Work on Proposal Argument
04/29: Work on Proposal Argument

05/02: Proposal Arguments Due; Conferences
05/04: Conferences
05/06: Conferences

05/11: Final (8:00-10:00): Proposal Arguments Returned; Turn in Revisions; In-Class Exercise
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.

COURSE OUTCOMES

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.

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>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
</tr>
<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>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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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 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, message, 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 spelling errors.
- understand what constitutes plagiarism
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.

**Required Work**

*Four Essays 90%*: Over the course of the semester, students will write four (4) essays. With each essay, students will engage in a *writing process*, involving careful planning (idea generation both individually and with peers); and writing and revising (based in part upon peer and/or instructor feedback) a series of drafts, the goal being a unified, coherent, well-developed essay. Revision involves students’ adding supporting data—reasons, examples, details, explanations, facts, figures, testimony of authority, etc. Revision also involves rethinking organization and clarifying ideas and points. And last, students will edit final drafts for grammar, spelling, punctuation, and style (wordiness, parallelism, sentence structure). The final typed, MLA formatted draft (see college handbook) all previous drafts, and all invention work will be placed in a folder (with inside pockets) and turned in to the instructor on essay due dates. Points will be deducted for missing elements. Students may make use of computer labs in the library and/or at home. *(Pencil-written and/or sloppy work will not be accepted.)*

- Evaluation Argument (3-5 pages) 15%
- Six (6) -Source Minimum MLA Annotated Bibliography (5 page minimum) 25%
- Causal Argument (5 source minimum; 3-5 pages) 20%
- Proposal Argument (5 source minimum; 3-5 pages) 30%

**Grading Standard**: The instructor will use a numerical system of grading (0-100). Grades will be based upon the above criteria, and upon the specific criteria of individual assignments.

A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.
**Homework/Quizzes/Daily Work**  10%: Homework and in-class writing assignments will be assigned, and since outside reading will be required, students should expect quizzes and/or short writing assignments over assigned material. Remember that tardy students may not make up missed quizzes. To continue, students will receive “daily” grades for essay revisions and for corrections of grammar, spelling, punctuation, and style mishaps in each essay. At the time of the final, all students will write an in-class essay worth four (4) daily grades.

**Attendance**

**Absences:** Regular attendance is essential for students to receive the maximum effect of each in-class meeting, during which students will discuss essay topics, exchange ideas, and respond to each other’s work. Those who are not present for each stage of the writing process will reflect that fact in their work. Remember: To be excused, all absences must be documented. Excused absences most often involve serious illness (requiring a doctor’s visit) or university-sponsored activities. Students should make sure that the date on their documentation corresponds with the day that they missed class. Whether or not an absence is excused, any work or assignment missed is the responsibility of the student, not the instructor. Students alone are responsible for their attendance; those with excessive unexcused absences will not confront the instructor at the semester’s end with vague or militant arguments about those absences. Instead, they will make an appointment during dead week to politely and intelligently discuss them with the instructor. The best policy is to be concerned for the entire semester.

**Unexcused Absence Penalty:** Beginning with three (3) unexcused absences, the instructor will subtract one (1) point from those students’ final averages for each violation.

**End-of-Semester Essay Revisions:** At the semester’s end, students with zero (0) unexcused absences may submit revised versions of any or all of the first three (3) writing assignments; students with no more than one (1) unexcused absence may submit revised versions of up to two (2) of the first three writing assignments; students with no more than two (2) unexcused absences may submit revised versions of any one (1) of the first three (3) writing assignments; and students with three (3) or more unexcused absences may submit zero (0) revisions.

**Tardies:** The instructor checks roll near the beginning of class; therefore, anyone not present at that time is marked absent. Late students often interrupt and/or miss important quizzes (also given near the beginning of class) that they will not be allowed to make up, and they disrupt the class. Remember: Five (5) tardies equal one (1) unexcused absence. Also, if tardy students are concerned about their number of unexcused absences, they will remind the instructor, after that particular class, that they came in late so he can make the appropriate changes to his roll. Last, students alone are responsible for being punctual; they will not approach the instructor with vague or militant arguments about times that they failed to remind him of their tardiness. They should politely approach him prepared to prove that they were in class on those particular days. Obviously, the best policy is to come to class on time.

**Academic Absences:** Students who come to class without textbooks, essay drafts, and any other required course work and/or materials; who sleep or disrupt in any way; who play with their cell phones; who sit with nothing on their desks; or who surf the web or visit non-academic, social networking websites, will be counted academically absent for the day, and the instructor will subtract one (1) point from their final averages for each violation. Furthermore, cell phones must be silenced and out of sight during class.

**Early and Late Work**

Decisions about whether or not work will be accepted early or late will be made at the instructor’s discretion. First, the instructor will accept no late work, early, late, or on time, that does not pass directly from the student’s hand to the instructor’s, unless prior arrangements have been made. Normally, if the student’s work is late due to unexcused absence, the instructor subtracts ten (10) points for each calendar day, starting with the due date. Never assume, however, that the instructor is unreasonable; concerned students will promptly and politely talk to him in private.

**Plagiarism/Academic Integrity (A-9.1)**

Plagiarism, a serious violation of departmental and university policies that occurs when writers use someone else’s work or other outside information as if it were their own, will not be tolerated. Most college English handbooks adequately explain how to document sources according to current MLA standards. Consult one and prevent an
uncomfortable situation. Students will also be required to submit their essays to Turnitin.com. 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/).

**Required Texts**


**Miscellaneous**

**Supplies**: Pens with blue or black ink; plenty of college ruled notebook paper; two (2) folders with inside pockets; storage devices saving work.

**Cell Phones**: All cell phones must be turned off or silenced during class. See “Academic Absences” above.

**Special Needs**: Students with special needs or concerns should speak privately with the instructor immediately.