English 132.022: Argument and Research
Spring 2016
Current Events: Community & Campus

Instructor: Ms. Rhanda McGee
Department: English
Office: Ferguson 282
Contact: E-mail: mcgeer@sfasu.edu
Office Hours: MWF:
10:00-11:00
W:
1:00-3:00

Class Time: MWF 9:00-9:50 Ferguson Liberal Arts 184

Course Description:
English 132 students continue to study and practice the writing process with a focus on the forms of argument. Students will also develop skill in research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. English 132 requires students to write a minimum of four formal essays in a range of forms, from analytic to persuasive, or three formal essays and an annotated bibliography. The final paper for the class is a research paper. Students will also learn to incorporate primary and secondary sources into their work according to the rules of MLA style. The total page count for formal writing assignments must be at least 20 pages for the semester.

Arguments pervade every aspect of our society from the personal to a global scale. What do you associate with the word argument—screaming matches, rational discussions, or perhaps an attempt to reach a compromise? What is your personal style of argument? What makes a good argument? These are just a few questions we will explore and answer throughout the semester, with an emphasis on issues within communities and colleges. We will complete four units of study with each unit focusing on socio-cultural or current issues that will provide you with different perspectives on arguments.

Unit One: Students will write a comparative rhetorical analysis paper.
Unit Two: Students will analyze issues from opposing viewpoints regarding technology in order to write an argument synthesis.
Unit Three: Students will apply the Rogerian argument model to explore local and/or campus issues from multiple perspectives and write a proposal of possible solutions. Students will give a short presentation on their proposal and initial research by the end of the unit.
Unit Four: Your proposal topic will serve as a guiding framework. Students will develop and extend their proposals through further in-depth research and interviews in order to find sources for an annotated bibliography and a well-developed research paper.
Prerequisite:
Students must earn a grade of C or higher in English 131 to be admitted to English 132.

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 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>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Comparative Rhetorical Analysis</td>
<td>May 9, 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>Comparative Rhetorical Analysis</td>
<td>May 9, 2016</td>
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<tr>
<td>Student Learning Outcomes for ENG 132:</td>
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<td>ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:</td>
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<td>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.</td>
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<td>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</td>
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<tr>
<th>Empirical and Quantitative Skills</th>
<th>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</th>
<th>Comparative Rhetorical Analysis</th>
<th>May 9, 2016</th>
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</thead>
<tbody>
<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>Comparative Rhetorical Analysis</td>
<td>May 9, 2016</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>
<td>Comparative Rhetorical Analysis</td>
<td>May 9, 2016</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>
<td>Comparative Rhetorical Analysis</td>
<td>May 9, 2016</td>
</tr>
</tbody>
</table>

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:


*Folder labeled with name, course and section number

*There will also be various handouts/readings distributed by or posted on D2L by the instructor at certain times in the semester. These will be supplements to your textbooks. DO NOT LOSE THEM.
Assumptions for English 132:
Students entering 132 should:
- Be able to formulate a thesis statement.
- Understand the meaning 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.
- Be proficient in MLA basics: page formatting, quotation, citation, and Works Cited.

Communication, D2L, and Turnitin

D2L: I will communicate with the class via D2L and/or sfasu email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your D2L email daily and for being aware of any information there. Grades are also posted online periodically. Please let me know immediately if you see any errors in your recorded grades. Absent students should refer to our class web page and contact class members to find out what they miss when absent and what has been assigned. “I was not here” is not an acceptable excuse for not coming prepared to the next class, getting class notes, or being aware of deadlines, etc.

Turnitin: To guard against plagiarism, major papers must be submitted to Turnitin.com, which will compare your essay to millions of essays previously submitted to the program, current and archived instances of the Internet, and commercial databases or journals and periodicals. Turnitin will generate an originality report for each essay detailing its degree of similarity to other works. You must submit an electronic copy of your final draft to Turnitin before you give me your hard copy of the paper. To submit to Turnitin, click on the drop box icon in D2L, then click on the name of the assignment. Putting your paper in the drop box automatically submits it to Turnitin. Failure to turn the paper in to Turnitin, even if you turn in a hard copy, will result in a grade of zero. If a paper is submitted past the deadline to Turnitin, there will be a grade penalty applied.

For help with D2L, go to http://www.sfasu.edu/sfaonline/ and look for the link to D2L Support and Tutorials on the left-hand side. Or you can email d2l@sfasu.edu. You can also get assistance with any university technology by calling 468-1919.

GRADES:
This course will be graded on a point scale. There will be a total of 1000 points possible. The assignments and grades for this course will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Comparative Rhetorical Analysis (3-4 pages)</td>
<td>100</td>
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<tr>
<td>*Capstone Essay</td>
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<tr>
<td>Team Peer Review/Reflection</td>
<td>25</td>
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<tr>
<td>Argument Synthesis (5-7 pages)</td>
<td>150</td>
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</tbody>
</table>
Debate 25 points
Explanatory Proposal (4-6 pages) 100 points
Proposal Presentation 100 points
Annotated Bibliography 100 points
Research Paper (8-10 pages) 150 points
Midterm 50 points
In-class Final Exam 100 points
Daily Work (responses, *participation, etc.) 100 points (25 points per unit)

**Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>F</td>
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**Grade Criteria:**
Overall, your grade will be based on a total of 1000 points. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

Note: If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

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.

**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.

Extra Credit Opportunities:
Extra credit opportunities will be announced throughout the semester. Extra credit assignments will not be accepted late, or given to those who were absent the day they were announced. Please do not ask for personal extra credit.

Academic Integrity: Documented proof of cheating or plagiarism will result in a failing grade (of zero) on the assignment, AND a failing grade in the course. You will not be permitted to rewrite the assignment; you will not be given a second chance.
According to university and departmental policy, I must report the cheating to the dean of your college. In part, the following is taken from the University Policy and Procedures Manual (online), Section A-9.1 of Academic Affairs:

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 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 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

Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. 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. 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.

Participation:
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 something in a manner I have not considered before. It is important that you share your ideas with the class. If you are a quiet student, that is fine, but how do you know your ideas or questions are not similar to another student’s in the class that is afraid to ask? If you don’t understand something or are unsure of something, ask.

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 and treat your peers well.
- One of my biggest pet peeves is texting in class. If I catch you texting, I may call you out. You will be marked absent for the class period. Turn your phone off and put it away when you enter my class.
- If you do not come to class with the required materials, I will ask you to leave, charge you an absence, and give you a zero for that day’s participation. This is a writing class, and as stated earlier, you should be prepared to write.
- Know that I see the difference between thoughtful silence and spacing off. I do not expect you to hang on my every work (really, I don’t) but I do expect you to listen to the class.

Course Policies/Things to Remember:
As this syllabus is a contract between the instructor and students, I greatly encourage you to keep it in a safe place and refer to it frequently throughout the semester. If, for any reason, any scheduling, reading assignments, or due dates change, an updated syllabus and/or schedule will be distributed.
- I require regular attendance from my students. To perform well in this course, you need to be there! The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.
**Attendance and Punctuality**

Class attendance is required, and you are expected to come to class fully prepared having done the assigned work and being ready to respond to the required readings.

- I will allow 4 excused and/or unexcused absences. **Missing more than four unexcused classes can result in your final grade being dropped 10 points (a full letter grade) for every day after that you are absent.**
- Students with more than 6 absences (excused and/or unexcused) who fail to drop the course will receive an F for the semester.
- 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. That said, the assignments/activities must be turned in by the following class meeting after the documented absence.
- An excused absence does not excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next.

**Tardies**

Having 3 tardies will constitute one full absence.

You will be considered tardy:

- If you arrive to class after I have taken role or leave class early unless you have informed me before class begins.
- If you are not present when attendance is taken at the beginning of class, it is your responsibility to notify me at the end of class that you are present. If you fail to notify me at the end of class and instead claim attendance later in the semester, I will not change the record unless you have documented proof of attendance.
- If you are more than 15 minutes late to class, you will automatically be counted absent.
- If you are consistently late to class, your daily work grade will drop.

**Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. **Late essays will lose one letter grade (10 points) per day of lateness. For example, if an essay that was due on Monday is turned in on Wednesday, the grade will be dropped to a C before I even began grading it. I will not accept the submission of material via e-mail without prior approval.**

- Assignments, essays, and any other work that is given a due date should be turned in on time. If there is an emergency or situation that will prevent you from turning your work
in on time, you need to come speak to me. I will decide if there should be an extension, though if accepted late, there will be a loss of a letter grade per day.

- When major essay grades are given back, I require that you wait at least 24 hours before discussing your grade with me.
- **Cell phones.** Turn them off before you come into class. Not to vibrate, not to silence, but OFF. If your phone rings or if you are texting throughout class, you will receive an “academic” absence which is the same as a regular absence. If the problem still continues, you will be asked to leave class.
- Students are expected to have read any required material on the schedule before class, as there will likely be unannounced quizzes or group work that will involve said readings. You are required to own or have exclusive access to the textbooks for the duration of the class.
- Essay requirements will be given to you as a separate handout. These requirements are non-negotiable.
- For one of your papers, we will meet together one-on-one and discuss your writing strategies and revise your first draft together. All individual or group conferences scheduled with me are mandatory. Conferences are a benefit to you, as you will receive personalized attention on your writing. Absence from a conference will count as missing a regularly scheduled week of classes.

I will provide detailed descriptions of each assignment, but for now, here are some general notes:

- All final drafts of your writing for this course should adhere to the rules of standard written English grammar, punctuation, and spelling (American).
- Failing to meet the minimum page count for any draft will result in a ZERO for that assignment. If the assignment is 3-4 pages long, the paper must be at least 3 full pages, formatted correctly.
- **All drafts and final papers must be submitted through D2L and are due by the time class begins.** Major papers turned in after the beginning of the class period on which they are due will be considered late and will have one full letter grade (10 percentage points) deducted from their final grade. Another full letter grade will be deducted for each day that passes after the due date.
- All major assignments will be submitted electronically. Daily work and homework will be submitted on paper. For all work done in class, please:
  - Use loose-leaf paper
  - Write in ink
  - Strive for legibility by observing margins and writing on front only or fusing ink that does not bleed through.
  - Use a heading that includes your name, course number and section, and date.
  - Put an identifying title on the top line so I know what I’m reading if I take it up
- I generally grade and return major assignments within two weeks after they have been submitted.
- You will be required to visit the AARC at least one time this semester.
- **ALL PAPERS MUST:**
  - Meet the guidelines given on the prompt.
- Meet minimum page length
- Be in essay form
- Be typed, double-spaced in MLA format using 12 pt. Times New Roman
- Have appropriate headings and 1” margins
- 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 Turnitin.

  o I will fail papers for the following:
    - Does not meet page length. If the assignment requires a minimum of 3 pages, the paper need to be three full pages with correct formatting.
    - 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.

**Portfolio Folder:**
With each essay, you will turn in a **folder** with the following documents:
  - Assignment sheet
  - Grading rubric
  - Pre-writing
  - All rough drafts
  - Peer-reviewed copies
  - Final draft

**E-mail:** The best way to contact me is via e-mail. Most times, I will be able to respond the same day. If you do e-mail me, please include the course name and number and your name in the subject line. If you were absent and wish to know what you have missed then please contact a classmate and obtain that information from them.

**Class Conduct:** Student participation is encouraged during class. Participation not only includes asking questions and being a part of discussions, but also includes being polite and respectful to those around you, including myself. If I consider your behavior to be offensive, you will be given a warning. If the behavior continues, you will be removed from the class.

**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.
Withheld Grades Policy (A-54):

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.

Statement Regarding Students with Disabilities:

“In accordance with University policy, students with disabilities who need accommodations are expected to initiate a meeting with the professor immediately upon registering with Disability Services to discuss how accommodations included on the Special Accommodation Request form will be provided. Students with disabilities who may have special needs and have not requested services should seek assistance through Disability Services.”

AARC Tutoring
Free writing tutoring for this course is available both in the Academic Assistance and Resource Center (1st floor of Steen Library) and online through OWL (Online Writing Lab). Go to www.sfasu.edu/aarc for more information, including tutoring hours, weekly appointments, etc.