Course Description
ENG 132 students continue to study and practice the writing process with a focus on forms of argument. Students will also develop skills in research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information.

Prerequisite: C or higher in English 131.

Required Texts

Required Web Access
You need to have access to d2l.sfasu.edu in order to access course materials, submit assignments, and take reading quizzes. Please make sure to configure your d2l account as soon as possible. I will accept no excuses for missing assignments, etc.

General Education Core Curriculum Objectives:
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.

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.

Course Requirements

Essays and Homework:
1. All essays and homework must be typed and turned in on d2l on the due date. I will not accept hand-written homework.
2. For the major essays, I require an online submission through d2l.sfasu.edu before or on the due date and time.
3. All work needs to adhere to MLA format with appropriate documentation.
4. You may not use essays or assignments you have previously written.
5. I will not accept emailed assignments.
6. All students will be graded on their ability to: 1. Achieve the goal of the specific assignment 2. Efficiently and effectively communicate through writing 3. Properly format the work and 4. Avoid stigmatized grammatical and syntactical errors.
7. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

**In-Class Writing and Written Homework:** This is a writing course and as such we will be doing a great deal of writing. We will have frequent in-class writing sessions, which will aid your essay development. If you miss any in-class writing, you cannot make it up unless you have a documented excuse for your absence.

**Grading:**
The grading standards presented here are general to all the assignments; however, more specific standards (of which you will be made aware) will be attached to each individual assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Writing Project #1</td>
<td>25%</td>
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<tr>
<td>Writing Project #2</td>
<td>25%</td>
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<tr>
<td>Final Group Project</td>
<td>20%</td>
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<tr>
<td>In-Class and Written Homework</td>
<td>20%</td>
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<tr>
<td>Peer Reviews</td>
<td>5%</td>
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<tr>
<td>Participation and Attendance</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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A – 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.

B – 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 impacted by grammatical errors.

C – 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.

D – 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.

F – The student turned something in but it did not fulfill most or any of the assignment’s requirements.

Attendance: You are expected to be in class and actively participate.
- I will allow 3 excused and/or unexcused absences.
- I will have your final grade dropped by 10 points per absence starting with the 4th.
- **Students with 6 or more absences (excused 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); I need to be presented with documentation upon your return to the classroom.
- However, as an appointment to see a doctor can be made at a time outside of class, I will not recognize it as an excused absence.
- All excused absences must have proper documentation.
- An excused absence does not also excuse major essay deadlines, since these deadlines are given weeks in advance. You must turn in major assignments and homework on time regardless of the excuse, since these due dates are announced at the very beginning of the semester. Make sure that you do not wait until the last minute to complete your assignments.

Tardiness:
- 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, otherwise you will be counted absent.
- 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 participation grade will drop.

Late Work:
- All assigned work will be due at class time (most homework will be submitted electronically before coming to class and exceptions will be noted).
- If you have an assignment due but cannot attend class, it is your responsibility to have the work turned in by class time.
- I will not accept any late assignments, unless:
  - You have a documented emergency **AND** I have been notified 24 hours prior to the due date; your work will not be considered late but will be due on the day of your return to class (proper documentation must be shown for failing to turn in an assignment on time – notification 24 hours before assignment is due is also a requirement for making up work).
  - Make-up quizzes and tests, which will be given only in the case of documented, excused absences, must be taken during my office hours **on your own initiative within one week**
of the absence, and they may be somewhat more challenging (hence different) than the original versions.

Classroom Disturbance
- If you are disrespectful, rude, or inconsiderate to me or anyone else in the class, you will be asked to leave for the day and you will be counted absent.
- If you continually disrupt class, you will be asked to leave and will be counted absent.
- **Computer and tablet use is not necessary for this class and therefore use of laptops or tablets will not be allowed during class.**
- Please turn off your cell phones when class starts. If you are found to be text messaging or engaging in any phone-related activity, you will be asked to leave and will be counted absent.
- No iPods or mp3 players during class. You will be asked to leave and will be counted absent if you are found using these during class.

Acceptable Student Behavior
A recent policy from the Provost’s Office states, “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 that is available to help SFA students succeed.**”

Academic Integrity (A-9.1):

**I will accept no excuse for plagiarism!** If you are using an author’s ideas, please give them proper credit by citing them. If you are not sure whether or not you are plagiarizing, please contact me during my office hours or send an email to me and we can discuss the issue. If you are caught plagiarizing you will fail the assignment (receive zero points) and appropriate paperwork will be filed with the academic dean.

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

**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/.

**AARC**
The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. You are encouraged to seek help from this center throughout the semester.

**Discrimination/Harassment Policy:**
No one will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race, religion, disability, or any other categories. If discrimination/harassment takes place (either reported or observed) involved students will be required to conference with me prior to returning to class. More information on this topic can be found here: http://www.sfasu.edu/policies/discrim_complaints_sexual_hrsmnt.asp

**MySFA**
Per SFASU policy (as stated at http://www.sfasu.edu/policies/emailuni_comm.asp), your SFASU-assigned e-mail address is considered an official method of communication from faculty to students. Thus, it is your responsibility to check, on a regular and frequent basis, for any e-mail messages that I may have need to send regarding this course. Such messages may direct you to the mySFA/Blackboard area of this course for additional materials or instructions. Often, I will post schedule updates or announcements on d2l.sfasu.edu as well. Make sure you check frequently.
Course Calendar

The following schedule is tentative. No due dates will be moved up, and I’ll try to keep changes to a minimum. Daily work will be listed on D2L, which will contain the authoritative due dates and times for assignments.

Tuesday, January 19: Introduction to course and Syllabus.

Thursday, January 21: Rhetorical Situation; introduction to Rhetoric.
   **Homework for Tuesday:** Read Martha Nussbaum’s “Education for Profit, Education for Democracy.” P. 61 in *Reading the World*.

Tuesday, January 26: Discuss reading; Constructing Strong thesis statements. Formatting and MLA. **Homework for Thursday:** Read Douglass’ “Learning to Read” p. 25 in *Reading the World*.

Thursday, January 28: Discuss Reading; Supporting Ideas with evidence (p. 649). **Homework Due** – turn in on D2L in the corresponding Dropbox folder.
   **Homework for Tuesday:** Read Woolf’s “Shakespeare’s Sister” p. 46 in *Reading the World*.

Tuesday, February 2: Discuss reading; What is analysis?
   **Homework for Thursday:** Read Hobbes’ “from Leviathan” p. 95 in *Reading the World*.

Thursday, February 4: Discuss reading; Responding to reading.
   **Homework for Tuesday:** Read Locke’s “Of Ideas” p. 101 in *Reading the World*.

Tuesday, February 9: **Peer review #1** – Bring a printed, 3 full pages draft to class for peer review.

Thursday, February 11: Constructing transitions workshop.

Tuesday, February 16: They say, I say; responding to writing in writing. **Writing Project #1 Due** – turn in on D2L in the corresponding Dropbox folder
   **Homework for Thursday:** Read Aristotle’s “from Rhetoric” p. 178 in *Reading the World*.

Thursday, February 18: What is synthesis? Discuss reading.
   **Homework for Tuesday:** Read Morrison’s “Nobel Lecture” p. 218 in *Reading the World*.

Tuesday, February 23: Discuss reading; Responding to reading.

Thursday, February 25: **Class Cancelled** – Professor attends SCOLAS Conference
   **Homework for Tuesday:** Read Burke’s “The Sublime and Beautiful” p. 256 in *Reading the World*.
Tuesday, March 1: Discuss Reading; Incorporating ideas.

**Homework for Thursday:** Read Tolstoy’s “What Is Art?” p. 265 in *Reading the World.*

Thursday, March 3: Film Screening.

**Homework for Tuesday:** Read Scarry’s “from *On Beauty and Being Just*” p. 279 in *Reading the World.*

Tuesday, March 8: Finish film screening; second essay workshop

**Homework for Thursday:** Read Walker’s “Beauty: When the Other Dancer Is the Self” p. 271 in *Reading the World.*

Thursday, March 10: **Peer Review #2** - Bring a printed, 3 full pages draft to class for peer review

**Homework for Tuesday after Break:** Read Stiglitz’s “Rent Seeking and the Making of an Unequal Society” p. 595 in *Reading the World.*

Tuesday, March 15: Spring Break

Thursday, March 17: Spring Break

Tuesday, March 22: Discuss Stiglitz; Group project assignment. **Writing Project #2 Due** – turn in on D2L in the corresponding Dropbox folder.

Thursday, March 24: Easter Break

Tuesday, March 29:

Thursday, March 31:

Tuesday, April 5: Group Project Discussion and Research.

Thursday, April 7: Research.

Tuesday, April 12: Discuss presentations

Thursday, April 14: Revisit structure, transitions, textual evidence. Responding to others.

Tuesday, April 19: Group Conferences

Thursday, April 21: Group Conferences

Tuesday, April 26:

Thursday, April 28: Group Presentations

Tuesday, May 3: Group Presentations

Thursday, May 5: Last Day of Class
Tuesday, May 10: Finals Week.
Thursday, May 12: Finals Week.