Syllabus for English 132.027
Research and Argument

Semester: Spring 2016
Course Section: ENG 132.027
Meeting place: Ferguson 376
Meeting time: T/TH 11 am-12:15 pm

Instructor: Kristi Warren
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Office: Liberal Arts North 244
Office hours: T/TH 8:30-9am; 12:30-1:30 pm; 3:30-4:30 pm, and by appt.

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 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.

Prerequisites
A grade of C or higher in English 131

Required Texts
Writing Arguments: A Rhetoric with Readings by Ramage, Bean, and Johnson, TENTH EDITION
Pearson Writer (available at Barnes and Noble on campus).

Assumptions for English 132
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.

English 132 Learning Outcomes
Upon successful completion of English 132, the student must attain the following outcomes:
1. A self-regulated and proactive writing process that allows him or her to adapt effectively to the requirements and constraints of each assignment.
2. Ability to analyze multi-layered and comparative rhetorical situations, to apply appropriate rhetorical appeals, and to recognize potential fallacies and weaknesses in your own arguments, as well as in those of other authors.
3. Ability to discern, compare, contrast, and organize the ideas of multiple authors/sources and synthesize them into accurate and thoughtful written analyses.
4. Increased sophistication in developing and arranging topics at the paragraph and sentence level into logical coherent prose with appropriate emphasis and detail.
5. Continued improvement in applying the rules, grammar, and mechanics of standard written English through careful revision and proofreading.

6. Proficiency in the research process, including the planning and design of research methods; the location, evaluation, and selection of sources; and the recording of bibliographic information, notes, and research data.

7. Ability to organize and write a research-based argument and/or academic inquiry that states the student’s own original claim and supports it by integrating his or her own analysis with evidence from both primary and secondary sources.

8. Mastery of standard MLA rules and practices. This includes:
   1) Perfect page formatting
   2) Integration of a variety sources (print, web, single/multi-author, journal articles, books, interviews etc.) in a variety of forms (in-text quote, block quote, paraphrase, graphs, images etc.)
   3) A properly formatted Works Cited page showing a variety of sources

9. Ability to use visual analysis and design to support the student’s own arguments and research.

10. Ability to use research to support the student’s own original ideas without committing acts of plagiarism (intentional or unintentional).

General Education Core Curriculum
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 about how to register your account through your SFA email account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about LiveText, call Ext. 1267 or email SFALiveText@sfasu.edu.

<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>Collaborative Capstone Essay</td>
<td>March 3</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Collaborative Capstone Essay</td>
<td>March 3</td>
</tr>
<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>Collaborative Capstone Essay</td>
<td>March 3</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Collaborative Capstone Essay</td>
<td>March 3</td>
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</table>
Assignments
Course assignments and exams will be weighted as follows:

- Daily Work, Homework, and Quizzes* 15%
- Persuasive/Visual Rhetoric Essays 10%
- Synthesis and Critical Analysis 15%
- Capstone Essay 5%
- Annotated Bibliography 15%
- Research Proposal 5%
- Research/Argument 20%
- Final Portfolio and Reflection Essay 5%
- Final Exam 10%

*Attendance and participation will be calculated into your final average for this section and I will drop the lowest grade. I will provide detailed descriptions and assignment sheets for major essays. These papers will also involve turning in pre-writing, a rough draft, and peer review in addition to your final draft.

General Assignment Notes
- All final drafts of your writing for this course should adhere to the rules of standard written English grammar, punctuation, and spelling (American).
- All major writing assignments (Essays, Capstone, and Final Exam) must be submitted in order to pass the course.
- Failing to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
- All drafts and final papers must be submitted through D2L in order to receive a grade. Papers are due by the time class starts. Any papers received after the beginning of class are considered late.
- A penalty of 5 points per day (NOT per class period) will be assessed on late papers. MAJOR ESSAYS WILL ONLY BE ACCEPTED UP TO ONE WEEK PAST THE DUE DATE.
- BONUS POINTS – From time to time I will allow you to earn up to two bonus points for completion of certain tasks (having materials by a certain date, completing course evaluations, etc.) or by attending and writing a one-page review of any lecture, literary reading, or exhibit that I announce over the semester. Each review is worth one bonus point. You may not receive more than two bonus points.

Essay Revision
You will be allowed to revise ONE of the first three essays. Your revision will offer you a chance to gain back HALF of the points that were deducted the first time. For example, if you got a 60 on an essay, you have a chance to bring it up to an 80. Guidelines are as follows:
- You must meet with me during my office hours to discuss a plan for revision.
- The original graded essay must be turned in with your revised copy. If errors marked on your previous paper are still uncorrected, you will receive no credit for the rewrite.

Attendance & Punctuality
Class attendance is required. Missing more than four classes can result in your final grade being dropped ten points for every additional day that you are absent. For example, if your GPA for the class is 86 and you miss six classes without documented excuses, your final grade will be reduced by 20 points to a 66.

Note that excused absences require official documentation. Please read and understand the university policy on attendance and guidelines for excused absences.
Occasional lateness is understandable, but habitual tardiness is unacceptable and will affect your grade. If you come in after I take roll, be sure to see me immediately after class to make sure you were counted present. Excessive tardiness will negatively affect your grade. Absences will be posted in D2L.

**Missed Class and Late Work**
I will not repeat information given in class to those who were late or absent. I suggest you get the cell number of a classmate in case you are ever absent. You cannot make up missed in-class activities unless you have a documented, excused absence according to SFA policy.

Homework assignments are due at the beginning of class and will not be accepted late. You will have one pass for a missing homework assignment – simply write your heading, the date, and “my bad” at the top.

If you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the due date and have what I view as a compelling reason to be granted an extension. Otherwise, essays will be accepted for up to one week after the due date with 5 points deducted for every day it is late.

**Grading**
For each assignment, I calculate grades on a numeric, 100 point scale. According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). Here is a general description of my letter grades:

A – 90-100% - This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69%- This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% - The student did not do the work assigned. See me as soon as possible.

**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.
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.

Formatting Guidelines
Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be:
- Typed using Times New Roman 12 *Correct heading
- Double-spaced *Name/page numbers in upper right
- Formatted according to MLA style *One inch margins

Note-taking
You should always take notes in class. This gives you a record of class lectures and instructions, helps you internalize the material, and provides you with valuable information for constructing your essays.

Other Classroom Policies
The number one rule in my classroom is to treat others respectfully. Come with a positive attitude and try to participate in and enjoy what we are learning. I welcome lively conversation, but I do not welcome rudeness. Since this is an argument class, we will likely have discussions on polarizing issues; regardless of how passionate you are about your own stance, please show respect to those with opposing views.

Please put away your cell phones upon entering class unless you have a critical life situation that could require your immediate attention. In the event that your phone rings or notifies you of a text, silence it and put it away quickly. If you have an emergency, quietly exit the classroom to quickly take care of business. Also turn off all other electronic devices including iPods, etc. If you bring a tablet or laptop for note-taking, you must sit on the first two rows. If I find you surfing the web or doing other non-class related activities, you will be asked not to bring that device back to class.

If you finish an in-class activity quickly, sit quietly until your classmates finish. You will be marked absent if you leave early.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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

**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/.

**Acceptable Student Behavior**
As stated in Student Conduct Code, policy D-34.1, “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. 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.”

**AARC**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

**Class Schedule**
Reading homework will be announced on a weekly basis. Changes may be necessary as the course proceeds, so check **D2L** often!

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>T 1/19</td>
<td>Introduction &amp; Syllabus Review</td>
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<td></td>
<td>Th 1/17</td>
<td>Unit 1: Effective Argument – Intro and prewriting for Essay 1.1</td>
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<tr>
<td>2</td>
<td>T 1/26</td>
<td><strong>Essay 1.1 Persuasive Essay rough draft due. Peer review.</strong></td>
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<tr>
<td></td>
<td>Th 1/28</td>
<td><strong>Essay 1.1 Persuasive Essay due; Definitions in Persuasive Writing</strong></td>
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<tr>
<td>3</td>
<td>T 2/2</td>
<td>Developing argument strategies; Incorporating visual sources</td>
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<td>Th 2/4</td>
<td><strong>Essay 1.2 Visual Rhetoric Essay rough draft due.</strong> Peer review.</td>
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<td>4</td>
<td>T 2/9</td>
<td>Logical Fallacies and how to avoid them</td>
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<td>Th 2/11</td>
<td><strong>Essay 1.2 Visual Rhetoric due; Unit 2 Synthesis and Critical Analysis</strong></td>
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<tr>
<td>5</td>
<td>T 2/16</td>
<td>Analyzing, summarizing, synthesizing, and organizing</td>
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<td></td>
<td>Th 2/18</td>
<td><strong>Synthesis/Critical Analysis Essay rough draft due.</strong> Peer review.</td>
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<tr>
<td>Date</td>
<td>Monday</td>
<td>Tuesday</td>
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| 6          | T 2/23         | Rogerian Argument – Pdf from *Essentials of Argument*  
               | Th 2/25         | Synthesis and Critical Analysis final draft due. Intro to Capstone Essay |
| 7          | T 3/1          | Capstone Essay brought to class for peer review and collaboration  
               | Th 3/3          | **Capstone Essay due in D2L AND LiveText;** UNIT 3 – Power Point  
               |                | Research Argument/Annotated Bibliography |
| 8          | T 3/5          | Library Lab day; Complete research topic checklist in D2L  
               | Th 3/7          | No class – Student conferences/research day; **Research topic due in D2L** |
| 9          | T 3/15         | **Spring Break** |
|            | Th 3/17        |                 |
| 10         | T 3/22         | Submit sample annotation to D2L; Analyzing/documenting sources  
               | Th 3/24         | **Easter Break** |
| 11         | T 3/29         | **Annotated Bibliography Rough Draft Due.** Peer Review  
               | Th 3/31         | Establishing Claims and Support |
| 12         | T 4/5          | **Annotated Bibliography Due.** Intro – Research Proposal Presentation  
               | Th 4/7          | Counter-argument: refutation and concession |
| 13         | T 4/12         | Organizing your argument: Logic and design  
               | Th 4/14         | No class (conferences and research day) |
| 14         | T 4/19         | Begin **Research Argument Presentations**  
               | Th 4/21         | **Research Argument Presentations, cont.** |
| 15         | T 4/26         | Checklist: A Clear Voice and a Sound Argument  
               | Th 4/28         | **Research Argument Rough Draft Due** |
| 16         | T 5/3          | Revision Workshop  
               | Th 5/5          | **Research Argument Final Draft Due;** Review for Final Exam |
| 17         | T 5/10         | Final Exam; Portfolio Essay  
               |                | 10:30 am – 12:30 pm |