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.

This course will explore the disciplinary fields that everyone in class has chosen with their major, including undecided majors. In this way, students will discover the diversity within their fields of study, as well as the surrounding issues. Furthermore, this course will familiarize students with the wide range of opportunities available at the university as they are exposed to the other majors within the class. Lastly, this course also prioritizes grounding students in all aspects of research.

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.

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>
</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 Case Study (only your analysis part)</td>
<td>March 1</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Collaborative Case Study (only your analysis part)</td>
<td>March 1</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Collaborative Case Study (only your analysis part)</td>
<td>March 1</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 Case Study (only your analysis part)</td>
<td>March 1</td>
</tr>
</tbody>
</table>

**English Program Learning Outcomes**

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

**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 TEXTS


Provided by the English department.


COURSE REQUIREMENTS

1. Field Observation Report: 10%
For this project, you will do field research about your major. You are required to interview a professional and/or observe an event or a location in relation to the “field” of your major. You will write a 500-700 word essay from your observations and extensive field notes.

2. Collaborative Case Study of your Field: 15%
In groups of either the same major or closely similar majors, you will choose a topic related to your field to write a collaborative case study about. The assignment has three parts: a collaboratively-written introduction; individually-written analyses of preferably current editorials or op-eds related to this topic; and a collaboratively-written conclusion. For example, a group of psychology majors might look at different treatments for one psychological disorder. Individual analyses should each be 600-900 words; introduction and conclusion should be a combined 600-900 words (ideally there will be three people per group, resulting in a final case
study of 2400-3000 words). These will be turned in both to me and to the university assessment link on LiveText.

3. Panel Discussion of Case Studies: 5%
Your group will be responsible for leading 20 minutes of discussion about your case study and your major in general. You can assume that classmates have read the case study. The time period should include discussion activity and/or a writing activity, and you should be creative with the format (game, online activity, discussion/writing circles, etc.). There should also be a 3-5 minutes set aside for Q&A.

4. BEAM Annotated Bibliography with Prezi: 15%
In preparation for your research project, this Prezi should present MLA citations, 50-75 word content summaries, and a 75-100 word assessment based on Joseph Bizup's BEAM of 8-10 secondary sources about your chosen topic; at least two must be scholarly and one should be a recent editorial or op-ed (could be from the class case studies). The opening slide should provide an introduction to the overall topic you researched and the closing slide should provide an overview of the major points of agreement and disagreement between your sources.

5. Research-Based Proposal Essay: 25%
This proposal should explore a preferably contemporary issue related to your major (could be one defined by the class collaborative projects). You will explain a specific problem related to this issue and your own solution to this problem. You should also explore how a secondary area (a minor) relates to this issue or the solution you come up with. A minimum of eight secondary sources, including at least one editorial or op-ed, should be drawn on. This project should be 2500-3100 words and include a 150-word abstract.

6. Internship/Job Cover Letter: 10%
For this assignment, you will look for an internship or job relevant to your proposal or your major in general. Then, you will compose a cover letter that you would submit with an application, and, therefore, it must adhere to the conventions of this genre. During our final exam period, you will present your choice of internship/job and describe how/why you composed your cover letter the way you did.

7. Daily Writing Assignments: 10%
Most days, you will have some kind of informal writing or reading assignment to complete before class and bring to discuss. These can be handwritten (as long as it's legible) or typed and printed. After class, this work will be turned in to me. These are graded on a pass (work is completed) and fail (work is completed incorrectly; work is not completed) basis. Four daily writing assignments may be skipped without penalty.

8. Participation: 10%
Because class time will be largely spent in large and small group discussions, class participation is vital for you to succeed in this course. This portion of your grade will be based on your contributions to class discussions; your level of preparation for each class period (completed reading and writing assignments particularly); your turning in of essay drafts for instructor and peer feedback; and your involvement in group activities. See the rubric below for a better understanding of how your participation will be assessed.
A Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete and polished drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.

B Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits complete drafts of all papers for instructor and peer feedback; student demonstrates positive attitude; makes meaningful contributions during group activities.

C Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

D Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of at least three papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]

F Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not buying or printing the course texts or not making up missed material); never volunteers, or doesn't respond when prompted; submits drafts of two or fewer papers, which may sometimes or always be incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.

Grading Standard:
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

COURSE POLICIES

Attendance: Students are only allowed four unexcused absences and two excused absences (no more than six classes total may be missed). Any additional absences will result in automatic failure of the course. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must complete all major assignments on time in order to pass the course.
I take attendance at the beginning of class; arriving more than five minutes after class begins will result in your being marked absent.

**Course Citizenship:** Eating, sleeping, or reading other materials during class are not acceptable. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity. Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.

**Assignment Submission:** All written work will be submitted in class and electronically via D2L. Assignments are due by class time on their due date. For D2L, all files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will not accept Rich Text Format or Word Perfect, for example. I will return your essays in class with notes on the hardcopy, unless specified otherwise. For the major assignments, a complete draft must be turned in to me by the assigned date and time or the project cannot receive higher than a C.

**Late Work:** I will not accept any work after the day and time it is due. You should save your work in multiple places; I highly recommend using online storage such as Dropbox, which is a free service, to back up your files.

**Academic Integrity:** Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp) and [http://www.sfasu.edu/policies/academic-appeals-by-students.pdf](http://www.sfasu.edu/policies/academic-appeals-by-students.pdf).

**Conferences and Communication:** You will meet with me twice to discuss your work in the class. Missing a conference will count as two class absences. If you wish to meet with me at other times during the semester, please avail yourself of my office hours or set up an appointment with me. Email is also an easy way to receive an answer to a quick question.
**Course Evaluations:** Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

**The Academic Assistance and Resource Center:** The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to [http://library.sfasu.edu/aarc/](http://library.sfasu.edu/aarc/), visit them on the first floor of the Steen Library, or call them at 936-468-4108.

**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.

**Accommodations:** 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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
## COURSE SCHEDULE

*** This schedule is tentative. I reserve the right to change its contents and will post changes to D2L. The "Readings and Assignments" column lists what you should read or work on before that day's class. ***

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments</th>
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| January 19 | T: Introduction to the Class  
   Discuss Field Observation Report Assignment and Workshop Groups |
| January 21 | R: Review D2L and essay guidelines  
   **TCR:** “Introduction: Rethinking the Research Paper” *(pg 5-11)*  
   Locate an exemplar field report (a news story, for example); list three aspects that characterize it as a field report and one reason why people should care about this report. Bring the report and your response to class. |
| January 26 | T: Fieldwork, Interviewing/Surveys  
   **TCR:** “Fieldwork: Research on what you see and hear,” “Living Sources: Interviews and Surveys,” and “Planning Informal Surveys” *(pg 82-98)*  
   Choose your observation event/person; list three reasons and expectations, and bring to class. Additionally, locate an exemplar interview or survey; list one strength and one weakness, and bring these to class. |
| January 28 | R: **Field Observation Report Half-Draft Due.**  
   Bring both exemplars (Jan 21, 26) back to class for analysis practice. |
| February 2 | T: No Class; Group Conferences. |
| February 4 | R: No Class; Group Conferences. |
| February 9 | T: **Field Observation Report Due.**  
   Collaborative Essay Assignment, decide groups, brainstorm topics.  
   Reviewing Strategies of Persuasion (Rhetorical Appeals) |
| February 11 | R: Organizing an Argument — Rogerian  
   **TCR:** “The Importance of Getting Curious” and “Developing a Working Knowledge” *(pg 21-38)* |
| February 16 | T: Organizing an Argument — Aristotelian  
   **TCR:** “Narrowing the Subject” through “Reading for Research” *(pg. 38-49)*  
   Bring one editorial or op-ed you might discuss in the collaborative assignment; highlight specific passages (at least 7) and write what type of appeal is being made (pathos, logos, ethos) next to the passage. |
| February 18 | R: Organizing an Argument — Toulmin  
   **TCR:** “What Are Your Research Routines?” and “Planning for the Dive” |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>February 23</td>
<td>T: <strong>Collaborative Case Study Half-Draft Due.</strong> Peer Review with another group. Discuss presentation strategies.</td>
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</tbody>
</table>
| February 25| R: Review MLA/Citations  
**TCR:** “Developing focused knowledge” through “Advanced Internet research techniques” (pg 67-82)  
Experiment with searching a database for your group’s topic, and briefly describe your findings, as well as one result to practice writing an MLA citation. |
| March 1    | T: **Collaborative Case Study Due**  
Case Study Presentations  
Write one question about each presented case study to be answered in Q&A. |
| March 3    | R: Case Study Presentations  
Write one question about each presented case study to be answered in Q&A. |
| March 8    | T: Annotated Bibliography (BEAM)  
**D2L:** Bizup, “BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing”  
Read one sample annotated bibliography and list three strengths and three weaknesses. |
| March 10   | R: Annotated Bibliography (Plagiarism)  
**TCR:** “Writing in the Middle” through “Making information your own: Quotation, paraphrase, and summary” (pg. 101-114)  
Brainstorm several topics for your research project. |
| March 15   | T: **No Class; Spring Break** |
| March 17   | R: **No Class; Spring Break** |
| March 22   | T: **First Two Annotations Due** – Peer Review  
Prezi Design  
Locate two Prezis on Prezi.com about the same general topic. List at least three strengths and three weaknesses of each |
<p>| March 23   | W: <strong>Last day to drop courses</strong> (we don’t meet today) |
| March 24   | R: <strong>No Class; Easter Break</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>March 29</td>
<td>T: <strong>Third Annotation Due</strong> – Dawkins Assessment</td>
<td><em>D2L:</em> Dawkins, “Teaching Punctuation as a Rhetorical Tool”</td>
</tr>
<tr>
<td>March 31</td>
<td>R: <strong>Fourth Annotation Due</strong> – Peer Review</td>
<td><em>TCR:</em> “Notetaking.” <em>(pg. 114-133)</em></td>
</tr>
<tr>
<td>April 5</td>
<td>T: Logical Fallacies</td>
<td><em>TCR:</em> “When you're coming up short: More advancing techniques” and “Getting to the Draft” <em>(pg. 133-145)</em></td>
</tr>
<tr>
<td>April 7</td>
<td>R: <strong>Annotated Bibliography Due.</strong></td>
<td>Research Project Assignment. Volunteers may present Prezis</td>
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<tr>
<td>April 12</td>
<td>T: Writing your Research Proposal</td>
<td><em>TCR:</em> “Organizing the draft” and “Preparing to write the draft.” <em>(pg. 145-158)</em></td>
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<td>Create an outline (in any form of your choice) for your project and draft a possible thesis statement for your proposal.</td>
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<tr>
<td>April 14</td>
<td>R: Writing your Research Proposal - Abstracts</td>
<td><em>TCR:</em> “Starting to write the draft: Beginning at the beginning” and “Writing for reader interest” <em>(pg. 158-170)</em></td>
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<td>Using your outline, draft possible topic sentences for three bullets that indicates a new paragraph.</td>
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<tr>
<td>April 19</td>
<td>T: Writing your Research Proposal - Abstracts</td>
<td><em>TCR:</em> “Writing with sources” through “Driving through the first draft” <em>(pg. 170-187)</em></td>
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<td>Draft a 150-word abstract of your research proposal.</td>
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<tr>
<td>April 21</td>
<td>R: <strong>Research-Based Proposal Half-Drafts Due.</strong></td>
<td></td>
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<tr>
<td>April 26</td>
<td>T: <strong>No Class; Group Conferences</strong></td>
<td><em>TCR:</em> (To pace yourself for next week): “Revising is re-seeing (or breaking up is hard to do)” through “Reresearching” <em>(pg. 187-203)</em></td>
</tr>
<tr>
<td>April 28</td>
<td>R: <strong>No Class; Group Conferences</strong></td>
<td><em>TCR:</em> (see above)</td>
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<tr>
<td>May 3</td>
<td>T: <strong>Research-Based Proposals Due</strong></td>
<td>Job/Internship Cover Letter Assignment</td>
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</table>
| May 5       | R: Looking at a Different Genre  
|            | Locate an internship/job opportunity; list two reasons you’re interested in this particular company, and two reasons why you’d be a good fit.  
|            | *TCR:* “Local Revision: Revising for Language” through “Looking back and moving on.” *(pg. 203-221)* |
| Finals Week | **Internship/Job Cover Letter Due.**  
|            | Be ready to present.  
| May 10     | ENG 132-025 final exam: 10:30 am - 12:30 pm  
| May 12     | ENG 132-029 final exam: 10:30 am - 12:30 pm |