English 132.037 (8:00-9:15) TR (F. 171): Tentative Course Calendar

01/19: Course Introduction; Policy
01/21: Ch. 19: “Arguing”

Essay I: Evaluation Argument
01/26: Ch. 8: “Justifying an Evaluation” pp. 350-384
01/28: Ch. 8: “Justifying an Evaluation”
02/02: Work on Evaluation Argument
02/04: Work on Evaluation Argument
02/09: Draft I Evaluation Argument Due
02/11: Work on Evaluation Argument

Annotated Bibliography
02/16: Evaluation Argument Due; pp. 672-673: Annotated Bibliography Assignment
02/18: Ch. 23-27: Researching & Managing Information; Source Citation
02/23: Research for Annotated Bibliography
02/25: Research for Annotated Bibliography
03/01: Research for Annotated Bibliography
03/03: Research for Annotated Bibliography
03/08: Draft I Annotated Bibliography Due
03/10: Work on Annotated Bibliography
03/15: Spring Break
03/17: Spring Break

Essay II: Causal Argument
03/22: Annotated Bibliography Due; In-Class Exercises
03/24: Easter Holiday
03/29: Ch. 9: “Speculating about Causes” pp.402-435
03/31: Ch. 9: “Speculating about Causes” pp.402-435
04/05: Work on Causal Argument
04/07: Work on Causal Argument
04/12: Draft I Causal Argument Due
04/14: Work on Causal Argument

Essay III: Proposal Argument
04/19: Causal Argument Due; Ch. 7: “Proposing a Solution” pp. 296-331
04/21: Ch. 7: “Proposing a Solution”
04/26: Work on Proposal Argument
04/28: Work on Proposal Argument
05/03: Draft I Proposal Argument Due
05/05: Work on Proposal Argument
05/10: Final (8:00-10:00) Proposal Arguments and Revisions Due; In-Class Writing
English 132 Course Goals

1. To strengthen critical/analytical skills and to learn to effectively apply them in argumentative writing. In other words, to learn to make and effectively support a point.

2. To learn the importance of research and documentation of sources in academic writing.

3. To make clear the importance of audience and purpose in writing. There should always be reasons for writing, such as expression, explanation, or argumentation. Furthermore, good writers know for whom they are writing; they know how to present themselves and what to say to their audiences to be successful in achieving their writing purposes.

4. To learn to write in a unified manner. Unity involves the writer’s being true to his or her purpose throughout the essay. All parts of the essay should be related directly to the controlling idea.

5. To learn to write in a coherent manner: Coherence requires organization. Ideas should not fall randomly onto the page; an essay should have a logical structure, a definite direction. Each topic should progress smoothly and logically to the next.

6. To learn to write in a well-developed manner. Vivid imagery, precise definitions, strong support, and detailed commentary/explanation are all part of well-developed essays. In argumentative writing, remember to support all claims with data; always be specific.

7. To strive for a minimum of grammar, spelling, and punctuation errors. A point can be made with poor grammar and sentence construction, but it can be made more effectively with good grammar and effective sentence construction.

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. Not every assignment will be collected for assessment. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with</td>
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Assumptions for English 132

Students entering English 132 should

- be able to formulate a thesis statement
- understand the meaning and relationship of claim, evidence, 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, coherent, well-developed 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 lists.

Required Work

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

- Evaluation Argument (3-5 pages) 15%
- Ten (10) -Source Minimum MLA Annotated Bibliography (5 page minimum) 25%
- Causal Argument (5 source minimum; 3-5 pages) 20%
- Proposal Argument (5 source minimum; 3-5 pages) 30%

A Typical “C” (75) paper in English 132 fits the following description:

The “C” paper is generally competent, meets the assignment, and is readable despite mechanical errors. It is organized around some organizing principle and is reasonably developed. While it uses some detail to support a thesis, that detail is thin or commonplace. Stylistically, the C paper may have other shortcomings: an opening paragraph that implies or states a thesis but does little to engage the reader’s attention; a conclusion that offers only a perfunctory wrap-up; mechanical transitions between paragraphs; sentences that are choppy or that follow a monotonous pattern; diction that is marred by imprecision and/or repetition. While the C paper satisfies the assignment—gets the job done—it lacks both imagination and intellectual rigor. It does not invite re-reading.

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

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

**Attendance**

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

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

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

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

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

**Early and Late Work**

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

**Plagiarism**

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

**Academic Integrity (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

**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**

*Please copy and paste the following statement and place in your course syllabus.*

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/.

**Required Texts**

