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 current issues, issues both defined by the instructor and those defined by students. Examples of current issues could include the living conditions in refugee camps; the debate over student loan debt; the release of information by Anonymous; the political process during upcoming presidential election; problems in the criminal justice system; etc. However, new topics will necessarily arise as the semester goes on. Projects will revolve around explorations of these issues and generation of arguments about these issues.

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 3</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective</td>
<td>Collaborative Case Study (only)</td>
<td>March 3</td>
</tr>
</tbody>
</table>
development, interpretation and expression of ideas through written, oral, and visual communication.

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</th>
<th>Collaborative Case Study (only your analysis part)</th>
<th>March 3</th>
</tr>
</thead>
<tbody>
<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 3</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


*Lumberjacks Write.* Ed. Courtney Adams Wooten. 5th ed. SFA, 2015. Print. You should have a copy from ENG 131 – please let me know ASAP if you need a copy.

COURSE REQUIREMENTS

1. *Summary*
To practice using basic source use skills, the first essay assignment will be a summary of one of three essays we discuss in class. The summary should be 600-900 words and include a Works Cited page.

2. *Collaborative Case Study*
This assignment has three parts: a collaboratively-written introduction to the current issue your group chooses; individually-written analyses of different editorials or op-eds about this issue; and a collaboratively-written conclusion. Individual analyses should each be 600-900 words; introduction and conclusion should be a combined 600-900 words (depending on the number of people in your group, this will result in a final case study of 2400-3000 words). These will be turned in both to me and LiveText.

3. *Panel Discussion of Case Studies*
Your group will be responsible for leading 20 minutes of discussion about your case study. 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.).

4. Research Proposal
For this assignment, you will write a proposal for your archival researched essay. This should include background, methods, sources, and significance. The proposal should be 600-900 words.

5. Reflective Annotated Bibliography
The second of three steps for your final project, the annotated bibliography will include citations, summaries, brief reflections, and quotables of sources for your final project. At least eight scholarly secondary sources must be included.

6. Research Project
This researched proposal argument should explore a contemporary issue of your choice (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. A minimum of eight scholarly secondary sources should be drawn on. This project should be 2400-3000 words and include a 150-word abstract.

7. Infographic
For this project, you will create an infographic about the issue your research project revolves around that is intended to be seen by fellow SFA college students (see piktochart.com for possible templates). During our final exam period, you will display the project and tell us why you chose this genre for your audience and where they might see or hear it.

8. Daily Writing Assignments
Most days, you will have some kind of informal writing or reading assignment to complete before class and bring to discuss. These must be 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.

9. Article Summary and Presentation (Optional for Those Seeking an “A” Grade)
If you choose to pursue an “A” grade, you must complete a 900-1200 word critical summary of an article about a current issue and present this information to your classmates in a 5-7 minutes presentation with an accompanying handout.

COURSE POLICIES

Attendance: See grading contract for information about unexcused absences. Students are additionally allowed two excused absences. Valid excuses are limited to health emergencies, 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 ten 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 electronically via D2L. Assignments are due by class time on their due date. 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 drafts via D2L.

**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).

**Discrimination/Sexual Harassment:** At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

**Conferences and Communication:** During the semester, you will meet with me once to discuss your work in the class. Missing a conference will count as a class absence. 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/, 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/.

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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<tbody>
<tr>
<td>January 19</td>
<td>T: Introduction to the Class</td>
</tr>
<tr>
<td>January 21</td>
<td>R: Summary Assignment</td>
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<tr>
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<td>Envision, “Integrating Research Sources,” pgs. 190-197;</td>
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<td></td>
<td>D2L: “Homes for the Homeless” by Cagle</td>
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<td></td>
<td>Bring printed copy of article and a list of at least 10 major points covered in it.</td>
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<tr>
<td>January 26</td>
<td>T: Envision, “Avoiding Plagiarism and Documenting Sources,” pgs. 224-232; Lumberjacks</td>
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<tr>
<td></td>
<td>Write pgs. 18-22</td>
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<tr>
<td></td>
<td>D2L: “Laying Waste” by Chapman</td>
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<td></td>
<td>Bring printed copy of article and a 150-word summary of it.</td>
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<tr>
<td>January 28</td>
<td>R: D2L: “Prison Born” by Yager</td>
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<tr>
<td></td>
<td>Bring printed copy of article; write a one-sentence summary of it and a paraphrase of three</td>
</tr>
<tr>
<td></td>
<td>central ideas.</td>
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<tr>
<td>February 2</td>
<td>T: Summary Draft Due. Peer Review in InfoLab 2</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<td>---------------------------------------------------------------------------</td>
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</tbody>
</table>
| February 4 | **R:** Summary Due. Collaborative Case Study Assignment.  
*Lumberjacks Write* pgs. 80-82  
D2L: Collaborative Case Study Example |
| February 9 | **T:** *Envision,* “Understanding Strategies of Persuasion” pgs. 51-58  
D2L: “Those Drunk Indians” by Ruddy  
Write a one-sentence summary of the article; choose three parts of the text that illustrate pathos or related fallacies and analyze how they do so in 100 words each. |
| February 11| **R:** *Envision,* “Understanding Strategies of Persuasion” pgs. 58-63  
D2L: “Turn the Volume Down on Drug Ads”  
Write a one-sentence summary of the article; choose three parts of the text that illustrate logos or related fallacies and analyze how they do so in 100 words each. |
| February 16| **T:** *Envision,* “Understanding Strategies of Persuasion” pgs. 63-69  
D2L: “Refugees Who Could Be Us” by Kristof  
Write a one-sentence summary of the article; choose three parts of the text that illustrate ethos or related fallacies and analyze how they do so in 100 words each. |
| February 18| **R:** *Envision* “Understanding Strategies of Persuasion” pgs. 63-69 and “Analyzing Texts and Writing Thesis Statements” pgs. 28-33  
Print 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 23| **T:** *Envision,* “Composing Arguments” pgs. 96-101  
With your group, draft an introduction and conclusion for your collaborative project. |
| February 25| **R:** Collaborative Case Study Draft Due. Peer Review in InfoLab 2 |
| March 1   | **T:** *Envision,* “Delivering Presentations” pgs. 285-315  
With your group, answers questions on p. 292 about “Focusing Your Argument” |
| March 3   | **R:** Collaborative Case Study Due  
Case Study Presentations – read case studies on D2L  
Write three questions about each case study being presented. |
| March 8   | **T:** Case Study Presentations – read case studies on D2L  
Write three questions about each case study being presented. |
| March 10  | **R:** Research Project Proposal and Essay Assignment.  
*Envision,* “Planning and Proposing Research Arguments” pgs. 116-127.  
After reading the assignment sheet, brainstorm at least ten possible topics for your research project, using “At a Glance” on p.120 for help. |
<p>| March 15  | <strong>T:</strong> No Class; Spring Break |
| March 17  | <strong>R:</strong> No Class; Spring Break |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 22</td>
<td>T: <strong>Research Proposal Due.</strong> Annotated Bibliography Assignment. Meet in InfoLab 2 <em>Envision,</em> “Writing an Annotated Bibliography” pgs. 169-172 and “Finding and Evaluating Research Sources” pgs. 142-155; <em>Lumberjacks Write</em> pgs. 101-103</td>
</tr>
<tr>
<td>March 24</td>
<td>R: <strong>No Class; Easter Holiday</strong></td>
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</tbody>
</table>
| March 29  | T: Meet in InfoLab 2  
D2L: “Exporting Clothes, Importing Safety” by Yee  
Choose one source you have found and write a brief, 150-word evaluation of it (see p.152-155).  
R: Meet in InfoLab 2  
*Envision,* “Avoiding Plagiarism and Documenting Sources” pgs. 223-249  
Construct Works Cited entries for three of your sources. |
| March 31  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| April 5   | T: **Annotated Bibliography Draft Due.** Peer Review in InfoLab 2 or on D2L.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| April 7   | R: **Guest Speaker. Reading TBD.**                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| April 12  | T: **Annotated Bibliography Due.** Research Project Assignment  
*Envision,* “Designing Arguments” pgs. 259-268; *Lumberjacks Write* pgs. 114-120                                                                                                                                                                                                                                                                                                                                                   |
| April 14  | R: *Envision,* “Organizing and Writing Research Arguments” pgs. 176-186.  
*Lumberjacks Write* pgs. 121-127  
Create a graphic flowchart to organize your research project’s structure (can be hand drawn).                                                                                                                                                                                                                                                                                 |
| April 19  | T: *Envision,* “Organizing and Writing Research Arguments” pgs. 205-221  
Choose one part of your flowchart and draft 1-2 paragraphs that include your own ideas as well as information from at least two sources. Include in-text citations as appropriate.                                                                                                                                                                                                                                                                   |
| April 21  | R: **No Class; Conferences.**                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| April 26  | T: **Research Project Drafts Due.** Peer Review in InfoLab 2                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| April 28  | R: **No Class; Conferences.**                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| May 3     | T: **Research Projects Due; Meet in InfoLab 2.**  
Choose one infographic from “Webloq Best Infographics”; list at least three strengths and three weaknesses of the infographic.                                                                                                                                                                                                                                                                                                        |
| May 5     | R: Meet in InfoLab 2.  
Read “Piktochart Infographic Guide,” including links in chapters.                                                                                                                                                                                                                                                                                                                                                               |
| Thursday, May 12, 8-10am | **Infographic Due**                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
ENG 132 Grading Contract

**Contract Grade: A**
- Turn in 5 complete project drafts
- Complete article summary and presentation assignment
- Complete “A” specifications for summary and research project
- Complete regular specifications for other major projects
- Upload capstone assignment to LiveText*
  - 2 or fewer unexcused absences*
  - 0-1 ignored daily assignments*
  - 0-1 late daily assignments*

**Contract Grade: B**
- Turn in 5 complete project drafts
- Complete all regular specifications for major projects
- Upload capstone assignment to LiveText*
  - 3 unexcused absences*
  - 2-3 ignored daily assignments*
  - 2-3 late daily assignments*

**Contract Grade: C**
- Turn in 4 complete project drafts
- Complete all regular specifications for major projects
- One late major project
- Upload capstone assignment to LiveText*
  - 4 unexcused absences*
  - 4-5 ignored daily assignments*
  - 4-5 late daily assignments*

**Contract Grade: D**
- Turn in 3 complete project drafts
- Complete all regular specifications for 4 major projects
- Two late major projects
- Upload capstone assignment to LiveText*
  - 5 unexcused absences*
  - 6-7 ignored daily assignments*
  - 6-7 late daily assignments*

**Contract Grade: F**
- Turn in 0-2 complete project drafts
- Complete all regular specifications for 3 or fewer major projects
- Three or more late major projects
- One or more ignored major projects
  - 6 or more unexcused absences*
  - 8 or more ignored daily assignments*
  - 8 or more late daily assignments*
Late Assignments: You will turn in properly and on time all major projects, daily work, and any additional assigned work. In order for an assignment to be considered a “late assignment,” it STILL must be turned in at least 5 days after its initial due date, and it should be complete and meet all the assignment’s requirements (e.g. if an assignment were due on Thursday, January 28 at 9:30am, a late assignment must be turned in by Tuesday, February 2 at 9:30am). Please note that a late assignment may be due on a day when our class is not scheduled to meet.

Ignored Assignments: Any assignments not done, or “ignored,” for whatever reason are put in this category. If any of the major projects are ignored assignments, it constitutes an automatic F.

“Major Projects”: These include the summary, collaborative case study, panel discussion of case studies, research proposal, annotated bibliography, research project, and infographic.

*: You are allowed two “freebies” throughout the semester, but only to those parts of the grading contract marked with an asterisk (*). For example, if you complete all specifications for a “B” except that you have 4 late daily assignments and 4 unexcused absences, you can still earn a B because that uses your two freebies. However, if you complete all specifications for a “B” except that you have 5 late daily assignments and 4 unexcused absences, you will receive a C because you used two freebies for the number of late daily assignments and have no freebies left but you took one additional unexcused absence on top of the 3 you can take to earn a B.