English 132.042 Argument and Research
MWF 10:00 AM - 10:50 AM
Ferguson 376  Spring 2016

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Office Hours:
MWF 9:00AM - 11:00AM
TR 1:00PM – 2:00PM
and by appointment, if necessary

Course Prerequisites:
A grade of C or higher in English 131.

Required Course Materials:
Argument Today
Fifteenth Edition
Written By: Richard Johnson-Sheehan and Charles Paine

The Writer’s FAQs: A Pocket Handbook
Fifth Edition
Written By: Muriel Harris and Jennifer L. Kunka

Lumberjacks Write (Provided For You)
Supplemental PDFs via D2L
A Working Twitter and Tumblr Account

Description:
ENG 132 – Research and Argument: “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.” College Bulletin, 2012-2013

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English
Foundational Component Area in Communication Writing may be assessed. These objectives
are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and
synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**English Program Learning Outcomes:**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**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 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>Capstone Essay</td>
<td>April 29</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas</td>
<td>Capstone Essay</td>
<td>April 29</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Capstone Essay</td>
<td>April 29</td>
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</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>Capstone Essay</td>
<td>April 29</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Capstone Essay</td>
<td>April 29</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Capstone Essay</td>
<td>April 29</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.

**Grade Breakdown:**

Students are required to complete four formal essay based projects and at least one in-class timed essay. While these projects make up the majority of your grade, it will also consist of a daily homework/journal, weekly grammar work, and a grade for daily attendance and participation. Grading in this class will be done via points. Each assignment is worth a certain amount of points. At the end of the semester they will add up to 1000 points.

To determine your final grade, simply add them all up and move the decimal over one spot.

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The distribution for each is as such:

Daily Work and Participation __________ 96 points (6 pts. a week X 16 weeks)
Tumblr Blog ___________________ 179 points (45 pts a quarter X 4 quarters)
Comparative Synthesis ____________ 125 points
Persuasive Group Project __________ 150 points
Proposal Exam _________________ 100 points
Annotated Bibliography ____________ 100 points
Capstone Essay ___________________ 50 points
Research Paper _________________ 150 points
Research Presentation ____________ 50 points
Total __________________________ 1000 points

Total Points per Letter Grade
A: 1000-900
B: 899-800
C: 799-700
D: 699-600
E: 599 and below

Major Paper Due Dates
Each quarter, a full schedule (of the work we are doing and when it is due) will be posted in the appropriate folder on D2L, but to help you organize and prepare, here is a list of the due dates for all of our major papers. Please see below for specific rules and regulations on the submission procedure.

Comparative Synthesis – Friday, February 12
Persuasive Group Project – Friday, March 11
Proposal Exam – Wednesday, April 23
Annotated Bibliography – Friday, April 8 (Due Online Only!)
Capstone Essay – Friday, April 29
Research Paper – Wednesday, May 4
Research Presentation – Final Exam

Desire 2 Learn (D2L) Online Classroom and Email Access
This course relies heavily on the D2L online classroom (https://d2l.sfasu.edu/). The site will hold an electronic copy of this syllabus, the course schedule, all reading materials not found in the assigned textbooks listed above, and any other handouts or material necessary. All blog topics will be assigned via D2L, and all major papers must be submitted through the Dropbox link on the site. So, it is absolutely essential that you learn to maneuver the site quickly and check it often.

*It is the student's responsibility to regularly check both the site itself and the email service.*
Tumblr Blog
Each quarter, there will be specific topics or assignments posted on the D2L newsfeed. For a grade, you’ll need to write an articulate (meaning well-argued and well-written) journal entry to the given topic/assignment and submitted on your tumblr blog. Please see D2L for more rules and regulations, specifically on formatting and identification for grading on the tumblr blog.

Assignment Submission
All homework, unless otherwise specified, must be typed and in proper MLA format (see MLA template, on D2L, for more specifics on what exactly “MLA” stands for in this course). This includes the essays, as well as any homework assigned for the day. Failure to comply with this requirement will result in an automatic zero points for the assignment, no exceptions.

Formal Revision
Built into the course is a chance to raise a low grade on an early paper, for up to fifty points, by heavily revising it. “Heavy revision” means going beyond changing commas and other grammar issues. If the essay requires it, this can include completely cutting or rewriting whole sections of the paper, if not the entire thing completely.

The extra credit will depend on how well you have looked at all three areas (content, organization, and grammar/sentence structure) of the original essay. In order to receive credit for the formal revision, you must have the original graded assignment (the one I’ve marked up), a heavily revised version, a two to three full page justification of the changes, and three “notes” that I will write for you during required (out of class) meetings.

The due date for the formal revision and more specific instructions are listed on D2L.

Class Participation:
A key factor to success in this class is participation. It consists of more than just showing up on time. It is taking notes, active participation in group discussions and activities, bringing your books and materials needed for that day, even staying on task. Participation also includes such common sense issues as turning off your cell phone before class, putting away MP3 players (and mobile computing devices, such as laptops, iPads, and so on), completing all homework and major assignments, not talking while others are talking, and so on. Simply put, this is not a class where you can simply sit in a chair, stare at the front of the class, and expect to learn everything necessary for the assignments. You will need to take careful notes, do the exercises, and openly take part in any group work or discussions. Active participation is vital in order to succeed and thrive in a course such as this. These are the things that I will look for when calculating your weekly Attendance and Participation grade. For a more detailed explanation of the A&P grading, please see D2L.

Attendance Policy:
Simply put, students who attend class and are not late succeed in a class such as this one. Attendance will be taken every class, tardiness or absence will be noted. If you are late, please come in quietly and take your seat. Try to not interrupt the rest of the class; it is not their fault you are late. If you are going to be absent, please let me know beforehand. You will be held accountable for any material covered or homework assigned (or turned in) on that day. However,
some activities in class simply cannot be reproduced outside of it, and an alternative will have to be arranged. Any absence (mental or physical), tardy, or behavior issues will result in points lost for the week’s Daily Work and Participation grade, no exception.

Please note that if you are more than ten minutes late, you will be counted tardy. Three tardies will be counted as one absence.

If you miss more than 20% of the course, which for a class such as this (that meets three times a week) is nine days, then you will automatically fail this course. Twenty percent is an outside limit; once met, no matter what your grade is, according to school policy, you will not pass the class. So, please do not endanger your grade for poor reasons. The only exceptions are for documented medical emergencies, major family events (funerals, weddings, etc), or school sponsored events.

Please see D2L, specifically the A&P policy section, for exceptions regulations.

**Late Work Policy:**
Part of this course is preparing you for the expectations of future professors and employers; therefore, the late work policy will be strictly enforced in this course. Simply put, there is absolutely no late work accepted for daily work, this includes the blog posts or any assignments that might be given during the course of a standard day, such as pop quizzes, content mastery exercises, or any sporadic extra credit given.

As for major assignments, a one week grace period will be allowed, but please realize that a ten percent deduction will be applied for every day the assignment is late. This late deduction starts after the due date (and time) of the original assignment. So, for example, if an assignment is due Monday, at the beginning of class, then anything turned in that day (after the beginning of class) will earn a ten percent deduction. On Tuesday, it will have earned a twenty percent deduction; Wednesday will be a total of thirty percent deducted, and so on. Please note that weekends will count towards this deduction as well, meaning that if the assignment is due on Friday, but you do not turn it in until Monday, that is still a thirty percent deduction.

**Other Classroom Policies:**
1. Cell phones and other electronics must be turned off before class starts, unless informed otherwise. Should I see you getting off task and playing with any electronic device during class at all, you’re A&P will be lowered for the day, and, depending on circumstances, you will be required to leave the class and lose all possible points that could be earned for that day (or week, if need be). There will be days where you’re allowed to use a laptop, but please realize that if I think it is distracting from your attention (or that of anyone around you) on coursework or assigned tasks for the day, you will be required to put it up. Please note that this also goes for any other devices, even if you are (or claim to be) using it for class purposes.
2. Food: Snacks, such as chips or crackers, are okay. Sodas or liquids are okay too, but please be mindful of possible spills, which (should they occur) you will be responsible and required to clean up. Please do not bring in a whole meal; this includes cafeteria take-out or fast food bags. It is very, very distracting and disrespectful, plus it takes up too much space. If you bring it, you will be asked to leave or throw it away; your participation grade for the day will suffer as well.
3. On a general note, I am a firm believer in the golden rule: “treat others as you would be treated.” This means that I take disrespect and rudeness as highly offensive. If I see this, your participation grade for the day will suffer, and (depending on the severity) there might be other consequences. Please note that this rule applies both in and out of the classroom, i.e. while waiting outside my office, communicating with each other (or me) via school email or discussion boards, etc.

Academic Integrity
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](http://www.sfasu.edu/policies/academic_integrity.asp)

Please see D2L for my specific policy on plagiarism.

**Withheld Grades - Semester Grades Policy**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of
the library for anything from brainstorming to editing. They are a great service, but please realize
that the tutor is not in this class. If you want to have someone in the AARC look at your paper,
please take the prompt for the assignment and any necessary handouts along with you. Please see
https://library.sfasu.edu/aarc/walk-in-tables for more information.

Last Notes:
If, at any point in the semester, you feel that you need to talk to me outside of class, please do not
hesitate to come by my office or email me. I am more than willing to help by reviewing some of
the content covered in class, brainstorming topic ideas for your paper, or anything of that nature.
You are welcome to e-mail me if you have any questions or cannot make my hours. Many
students are scared to come to the professor’s office, because they find it daunting or feel
“unworthy.” Please do not think anything like this. If you have a question or if you need help,
come see me. I’m here for a reason, and I want to help you. It is my job to help prepare you for
academia; this semester might be hard, but I really do hope that you enjoy your time in this class,
improve your writing skills, and learn some things you never knew. I look forward to working
with each one of you this semester.