Syllabus
Spring 2016
English 132.495, 132.496
Stephen F. Austin Department of English
AP English Language and Composition
Nacogdoches High School, Room 111

Teacher: Kristin D. Thomas
Classroom phone: 564-2466 x2111
English office phone at SFA: 468-2101
e-mail address: k_thomas@nacisd.org
kdthomas@sfasu.edu

Course Description from the General Bulletin:
Research and Argument (ENG 1302)—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.

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>Rhetorical Analysis Capstone Essay</td>
<td>April 8, 2016</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Rhetorical Analysis Capstone Essay</td>
<td>April 8, 2016</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Rhetorical Analysis Capstone Essay</td>
<td>April 8, 2016</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>Rhetorical Analysis Capstone Essay</td>
<td>April 8, 2016</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 this course.

**English 132 Learning Outcomes**

Upon successful completion of ENG 132, you (the student) must attain the following outcomes:

1. A self-regulated and proactive writing process that allows you to adapt effectively to the requirements and constraints of each assignment.
2. Ability to analyze multi-layered and comparative rhetorical situations, to apply appropriate rhetorical appeals, and to recognize potential fallacies and weaknesses in your own arguments, as well as in those of other authors.
3. Ability to discern, compare, contrast, and organize the ideas of multiple authors/sources and synthesize them into accurate and thoughtful written analyses.
4. Increased sophistication in developing and arranging topics at the paragraph and sentence level into logical coherent prose with appropriate emphasis and detail.
5. Continued improvement in applying the rules, grammar, and mechanics of standard written English through careful revision and proofreading.
6. Proficiency in the research process, including the planning and design of research methods; the location, evaluation, and selection of sources; and the recording of bibliographic information, notes, and research data.
7. Ability to organize and write a research-based argument and/or academic inquiry that states your own original claim and supports it by integrating your own analysis with evidence from both primary and secondary sources.
8. Mastery of standard MLA rules and practices. This includes:
   1) perfect page formatting
   2) integration of a variety of sources (print, web, single/multi-author, journal articles, books, interviews etc.) in a variety of forms (in-text quote, block quote, paraphrase, graphs, images etc.)
   3) a properly formatted works cited page showing a variety of sources

9. Ability to use visual analysis and design to support your own arguments and research.

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

NOTE: These learning outcomes meet the following Texas Exemplary Educational Objectives (EEOs), which are required for ENG 132:

- Communication EEO 1: To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Communication EEO 2: To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- Communication EEO 3: To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- Communication EEO 4: To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Communication EEO 5: To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- Communication EEO 6: To develop the ability to research and write a documented paper and/or give an oral presentation.

This course is designed to not only meet the requirements set forth by SFASU and the State of Texas for 131, it is also meant to prepare you to be successful on the AP English Language and Composition exam in May. According to the College Board web site, “upon completing the Language and Composition course, students will be able to:

- analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions;
- demonstrate understanding of the conventions of citing primary and secondary source material;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.”
Course Textbooks:

Course Requirements: An original, researched paper, 10 to 12 pages in length
- Two annotated bibliographies
- Two 4 page argument papers
- One 4 page counterargument paper
- Two revised timed writings--major
- One 7 page synthesis
- A.P. multiple choice practice
- Final Exam

Format of writing assignments:

All final drafts of compositions must be typed. Students will follow MLA format for all major assignments.

***All essays MUST be submitted to Turnitin in order for it to be graded***

You may revise one paper at the end of the semester. The research paper and annotated bibliographies are excluded from revision.

Grades:

Because this class is a unique marriage of high school and college, you will have grades calculated on a formula that is slightly different from either. I will report grades to gradespeed, and you will have six-weeks averages that are reported as you are accustomed. If you are a dual credit student, the grade you receive after your final is graded will be reported to SFA, and that grade will be on your permanent transcript with both SFA and NHS.

Your grade for the course will be calculated on a 70/30 percentage. Daily grades will count for 30% of your average each six-weeks. However, you will not have as many daily grades or test grades as you have been accustomed to receiving in the past. The daily grades that you will receive include vocabulary quizzes, AP multiple choice quizzes, timed writings, reading quizzes, and exercises done in the process of writing your essays. You will have at least two major grades each grading period. Major grades are primarily papers, but may include projects or presentations.

During the writing process for each essay, I will develop a rubric based on the assignment and on class instructional needs. Your papers will be graded based on the rubric and grades will be assigned using the following scale:
A – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. The paper is mechanically pristine with only the smallest grammatical defects.

B – Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by grammatical errors.

C – Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer’s credibility is damaged by multiple grammatical and mechanical errors.

D – This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.

F – The student turned something in but did not do the assignment provided.

**Attendance/Schedule:**

We will meet class on the NISD schedule, and all NHS attendance policies apply.

Your regular attendance is essential to your success. Class discussions are organic and cannot be replicated. You will not have the same educational experience and will consequently be at a disadvantage when writing your essays if you are not in class. I am well acquainted with the busy, involved life of the average AP/Dual Credit student and work to accommodate that schedule. However, it is imperative that you try to be here as much as possible. Do not schedule appointments during your class time.

If you absolutely must miss class, it is your job to schedule a time to make up missed work. You have a syllabus with all assignments listed; **it is not my responsibility to remind you to make up your assignments.** You need to arrange with classmates to get any notes from missed discussions. I am available for tutorials from 7:50-8:30. If you need to come in to make up an assignment, please make an arrangement to come in at a time that is convenient; however, understand that you may not be able to make up all assignments. If, for instance, you are absent on the day a reading quiz is given, or on the day of a peer edit, you will receive a zero for that assignment.

I am available for tutorials and for make-up work before and after school, during first period and during eighth period. Please make every effort to make up assignments and to get help during these times.

**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

**WHAT’S THE BIG DEAL?**
**A LOOK AT ISSUES THAT SHAPE OUR SOCIETY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 4</td>
<td>Introduction to course</td>
</tr>
<tr>
<td>Tuesday, January 5</td>
<td>Writing a clear argumentative thesis</td>
</tr>
<tr>
<td>Wednesday, January 6</td>
<td>Issues due</td>
</tr>
<tr>
<td>Thursday, January 7</td>
<td>Syllabus Workshopping</td>
</tr>
<tr>
<td>Friday, January 8</td>
<td>AP Multiple Choice</td>
</tr>
<tr>
<td>Monday, January 11</td>
<td>Introduce Argument Timed Writing</td>
</tr>
<tr>
<td>Tuesday, January 12</td>
<td>Outline Argument TW in class</td>
</tr>
<tr>
<td>Wednesday, January 13</td>
<td>Outline Argument TW in class</td>
</tr>
<tr>
<td>Thursday, January 14</td>
<td>End of Third Six-Weeks</td>
</tr>
<tr>
<td>Friday, January 15</td>
<td><strong>WORK DAY</strong></td>
</tr>
<tr>
<td>Monday, January 18</td>
<td><strong>MLK HOLIDAY</strong></td>
</tr>
<tr>
<td>Tuesday, January 19</td>
<td>AP Multiple Choice</td>
</tr>
<tr>
<td>Wednesday, January 20</td>
<td>Argument Timed Writing</td>
</tr>
<tr>
<td>Thursday, January 21</td>
<td>Argument Timed Writing</td>
</tr>
<tr>
<td>Friday, January 22</td>
<td>AP Multiple Choice</td>
</tr>
<tr>
<td>Monday, January 25</td>
<td><strong>Argument Timed Writing Revision</strong></td>
</tr>
<tr>
<td>Tuesday, January 26</td>
<td>Introduction to Classical Argument</td>
</tr>
<tr>
<td>Wednesday, January 27</td>
<td>Gender Discussion</td>
</tr>
<tr>
<td>Thursday, January 28</td>
<td>Gender Discussion</td>
</tr>
<tr>
<td>Friday, January 29</td>
<td>Classical Paper Planning/Introduction Instruction</td>
</tr>
<tr>
<td>Monday, February 1</td>
<td>Lab</td>
</tr>
<tr>
<td>Tuesday, February 2</td>
<td>Rough Draft Due--Peer Review</td>
</tr>
<tr>
<td>Wednesday, February 3</td>
<td>Lab-Conferences</td>
</tr>
<tr>
<td>Thursday, February 4</td>
<td>Lab-Conferences</td>
</tr>
<tr>
<td>Friday, February 5</td>
<td>Lab-Conferences <strong>Classical Argument Due</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Monday, February 8</td>
<td>STAFF DEVELOPMENT</td>
</tr>
<tr>
<td>Tuesday, February 9</td>
<td>Introduction to Fallacies</td>
</tr>
<tr>
<td>Monday, February 15</td>
<td>AP Multiple Choice</td>
</tr>
<tr>
<td>Tuesday, February 16</td>
<td>Introduction to Counter Argument</td>
</tr>
<tr>
<td>Monday, February 22</td>
<td>Rough Draft Due--Peer Review</td>
</tr>
<tr>
<td>Monday, February 29</td>
<td>Introduce Rogerian Argument--Assign Readings</td>
</tr>
<tr>
<td>Tuesday, March 1</td>
<td>AP Multiple Choice</td>
</tr>
<tr>
<td>Monday, March 7</td>
<td>Lab</td>
</tr>
<tr>
<td>Tuesday, March 8</td>
<td>Rough Draft Due--Peer Review</td>
</tr>
<tr>
<td>Monday, March 21</td>
<td>Introduce Synthesis Timed Writing</td>
</tr>
<tr>
<td>Tuesday, March 22</td>
<td>Synthesis Timed Writing Outline</td>
</tr>
<tr>
<td>Wednesday, March 23</td>
<td>AP Multiple Choice</td>
</tr>
<tr>
<td>Monday, March 28</td>
<td>Synthesis Timed Writing</td>
</tr>
<tr>
<td>Tuesday, March 29</td>
<td>AP Multiple Choice</td>
</tr>
<tr>
<td>Wednesday, March 30</td>
<td>Synthesis Timed Writing Revision</td>
</tr>
<tr>
<td>Monday, April 4</td>
<td>Synthesis Rough Draft Due</td>
</tr>
</tbody>
</table>
Thursday, April 7
SFA Trip

Friday, April 8
SFA Trip Capstone Synthesis Final Due

Monday, April 11

Tuesday, April 12

Wednesday, April 13

Thursday, April 14

Friday, April 15

Novel Annotated Bibliography Due

Last Day of the Fifth Six Weeks

Monday, April 18
Research Topic Due

Tuesday, April 19
Computer Lab

Wednesday, April 20
Research Thesis Due

Thursday, April 21
Computer Lab

Friday, April 22
Computer Lab

Monday, April 25
Computer Lab

Tuesday, April 26
Computer Lab

Wednesday, April 27
Research Annotated Bibliography Due

Thursday, April 28

Friday, April 29

Research Rough Draft Due

Research Papers Due

Monday, May 2

Tuesday, May 3

Wednesday, May 4

Thursday, May 5

Friday, May 6

Monday, May 9

Tuesday, May 10

Wednesday, May 11

Thursday, May 12

Friday, May 13

Finals Week

AP English Language and Composition Exam