English 132.006  
Research and Argument  
Spring 2016

Semester: Spring 2016  
Course number/section: ENG132.006  
Meeting place: FERG 381  
Meeting time: 10:00-10:50  
Instructor: Amber E.Wagnon, M.Ed.  
email: aewagnon@sfasu.edu  
Office: Ferguson 284 phone: 468-2425  
Office hours: Monday/Wednesday 11:15-1:45 and by appointment

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.

English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first half of English 132 focuses analyzing and interpreting a set of essays and how they relate to one another. These skills are then moved on to researching, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course is a longer, researched essay meant to demonstrate the skills students have learned in both English 131 and 132.

As opposed to English 131, English 132 begins to focus on more college-oriented skills. Moreover, English 132 is also a bit more rigorous and demanding. As such, I have designed this course to stretch your reading comprehension, writing, and critical thinking skills. Moreover, the second half of the semester focuses on research and information literacy, both of which are invaluable in a college setting.

Remember, if you took English 131 and made lower than a C, you may not be enrolled in English 132. You must reenroll and pass English 131 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

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.

**Student Learning Outcomes for ENG 132:**
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.

**Required Text**

**Course Policies**

- Adults make arrangements.
- You will need access to a computer with a microphone for the course.
- The number one rule in my classroom is to treat others respectfully.
- Do not email me through D2L I will not answer. Please use aewagnon@sfasu.edu
• No cell phones or head phones in my class. Please silence and put away cell phones upon entering class unless you have a critical life situation that could require your immediate attention. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom to quickly take care of business.

• All major essays must be submitted. **Failure to do so will result in automatic failure of the course.**

• All final assignments are turned into D2L via Drop Box. Assignments must be turned as a Microsoft Word document OR a PDF.

• Drafts should be typed and brought to class on designated workshop days.

• Attendance, active participation, and preparation are expected.

• The official means of communication for the class are class meetings. If you miss class or come in late, it is your responsibility to find out from a classmate what material was covered or assigned. I post most assignments, handouts, packets, and Power Point presentations on D2L.

• Be sure to check our Desire2Learn class page daily, as it is the secondary means of communication for this course. I will always respond if you e-mail me. If you do not hear back from me within 24 hours please resend it. Don’t wait until the night before an assignment is due to e-mail me a question; I may not see it in time to respond.

• You can view your grades on the grades feature of Desire2Learn. You should check it after each assignment to ensure your grade was accurately scored and recorded and let me know immediately if there is a discrepancy. If you have a question about your grade, please wait until after you have had a chance to look at the assignment and my comments before making arrangements to come in and discuss it. Please keep all assignments until your final course grade is posted. All D2L questions or issues can be directed to Andra Floyd, afloyd@sfasu.edu, 936.468.1919

• If you finish an in-class activity quickly, do not just get up and leave. This will cause me to mark you as absent.

**Attendance & Punctuality**

Class attendance is required. You are allowed six absences without penalty. **Missing more than six classes will result in your final grade being dropped ten points for every day that you are absent.** For example, if your GPA for the class is 86, and you miss eight classes your final grade will be reduced by 20 points to a 66.

**Academic Absences:** If you are present in class but have failed to complete the previously assigned class work you will be considered academically absent. Two academic absences will be recorded as one of your six allowable absences.

**Punctuality**

Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. If you need to leave early please speak to me **prior to class.**

**Note-taking**

You should always take notes in class. This gives you a record of what occurred that day, helps you...
internalize the material, and provides you information that you may be able to use in your papers.

**Missed Class and Late Work**

All major essays are due to D2L by 11:59 on the date assigned in the course calendar. Any papers submitted after 11:59 on the due date will receive a ___ deduction per day. This does _______ weekends. Assignments completed in class cannot be made up. Class attendance is important.

**Grading/Assignments**

All papers are due to D2L by 11:59 on the date assigned in the course calendar. Papers should be turned in through Drop Box. I will provide detailed descriptions of each assignment; for now, here are some general notes.

All final drafts of your writing for this course should be typed and adhere to the rules of standard written English grammar, punctuation, spelling and MLA formatting. This includes a MLA heading on your paper.

- Failing to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
- All papers are submitted to Turn It In automatically. Please do not attempt to plagiarize; you will not be successful.
- All final papers must be submitted through D2L.
- I generally grade and return major assignments within two weeks after they have been submitted.
- The final assignment will be submitted to D2L along with a portfolio.

**Formatting Guidelines**

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be

- **Typed**, using a standard using Times New Roman font, size 12
- **Double-spaced.**
- **Formatted according to MLA style.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 summary response papers (25)</td>
<td>50</td>
</tr>
<tr>
<td>Fallacies Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Rogerian Essay</td>
<td>100</td>
</tr>
<tr>
<td>Classical Argument Analysis Essay</td>
<td>100</td>
</tr>
<tr>
<td>Argument Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>150</td>
</tr>
<tr>
<td>Sentence Outline</td>
<td>25</td>
</tr>
<tr>
<td>Final Research</td>
<td>200</td>
</tr>
<tr>
<td>Final Capstone</td>
<td>25</td>
</tr>
<tr>
<td>Participation in Group/Class Work</td>
<td>150</td>
</tr>
<tr>
<td>This includes a variety of quizzes and class writings to be completed throughout the semester.</td>
<td></td>
</tr>
<tr>
<td>Final Poster Presentation</td>
<td>50</td>
</tr>
</tbody>
</table>
Total Points Possible: 1000

Final Grade
900-1000 A
800-899 B
700-799 C
600-699 D
0-590 F

Grade Criteria:
Overall, your grade will be based on a total of TBD points. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base
(not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity (A-9.1):**
Academic integrity is the 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. 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 Policy (A-54):**
The following is taken from SFASU’s Policy Manual (2012), “Semester 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.

**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/.

**AARC**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered or you can also make an appt. by calling 468-4108.