ENGLISH 132.007
RESEARCH & ARGUMENT

Instructor: Ms. Renee Williams
Class Hours: MWF 2:00-2:50 p.m.
Location: FERG 171
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Office Location: LAN 243
Office Hours:
- M 8:00-8:45, 11:30-12:30
- T 8:00-8:45
- W 8:00-8:45, 11:30-12:30
- Th 8:00-8:45
- F 11:30-12:30

Course Description (2015-2016 General Bulletin page 314): Research and Argument (ENGL 132) - 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.

English 132 requires students write a minimum of four formal essays in a range of forms, from analytic to persuasive, or three formal essays and an annotated bibliography. The final paper for the class is a research paper. Students will also learn to incorporate primary and secondary sources into their work according to the rules of MLA style. The total page count for formal writing assignments must be at least 20 pages for the semester.

Required Texts and Materials:
- *Lumberjacks Write!* 4th edition
- *Fahrenheit 451* by Ray Bradbury (any edition)
- Notebook or loose-leaf paper
- Blue or black ink pen

Encouraged Optional Materials:
- Dictionary
- Thesaurus
- Dictionary/Thesaurus app (i.e., Dictionary.com app)

NOTE: Internet use is a requirement for this course. Assignments, quizzes, and other course materials will be posted to D2L, and students will turn in final drafts via dropbox in D2L. Lack of technology at home is no excuse for not turning in an assignment on time. If you do not have
the resources at home, please take this opportunity to make use of the technology in the library that you pay for with your tuition.

**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>Argument Synthesis &amp; Critical Analysis</td>
<td>March 7</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>Argument Synthesis &amp; Critical Analysis</td>
<td>March 7</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>Argument Synthesis &amp; Critical Analysis (Peer Review)</td>
<td>March 7</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Argument Synthesis &amp; Critical Analysis</td>
<td>March 7</td>
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</tbody>
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**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:**
English 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 composition 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.

**Accommodations for 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/).

**Course Policies:**

**Acceptable Student Behavior:**

As stated in Student Conduct Code, policy D-34.1, “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. 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 that is available to help SFA students succeed.”
Attendance and Absences:
You are expected to attend every meeting having done the assigned work and being ready to participate in class activities and discussions. According to university policy, after nine absences (the equivalent of three weeks of missed class) for any reason whatsoever, you will automatically fail the class. In this class, you are allowed five absences with no penalty. Missing more than five classes will result not only in poor attendance and participation grades, but also in your final grade being dropped five points for each additional day that you are absent. You are responsible for keeping track of your own absences.

Please be on time to class. I will take attendance at the beginning of the class session. If you are not there when I take attendance at the beginning of class, you will be considered tardy. If you come in after I take attendance or if you suspect you have been marked absent incorrectly, it is your responsibility to notify me at the end of class. Because entering a class in progress can disrupt the learning environment, three tardies will count as an absence.

The choice of whether or not to attend class is yours. However, bear in mind that, regardless of the reason for your absence, you are responsible for any and all information and work you miss during your absence. Regular attendance increases your odds of success in this and any other course. Unless you make prior arrangements (in a timely manner) with me concerning an absence, it is up to the instructor’s discretion whether you will be allowed to make up any work. Networking with your classmates through an exchange of contact information will likely benefit you greatly. Additionally, I encourage students to keep contact with me through email and during office hours. Remember: adults make arrangements.

Participation:
Each student will receive a grade based on his or her participation in class. Participation involves more than simply showing up to class—it requires being actively engaged in the learning process. The list below outlines some (but not necessarily all) of the elements that will affect the Participation grade.

1. **Be on time for class.**
2. **Submit work on time.** Work turned in after our class period is still late work.
3. **Put cell phones out of sight and on silent.** If I see you using your cell phone during class, I will not ask you to put it away, but I will mark your participation grade for the day as a zero. Extreme or repeated incidents will result in an absence for the class period.
4. **Complete assignments as instructed.** Always read all instructions that I provide and ask for clarification whenever necessary before you submit an assignment. Not following instructions will result in lost points on assignments, and telling me after you have received your grade that you found something confusing or unclear will not result in a change of that grade.
5. **Engage fully in group work and peer-review.** At the college level, students participate regularly in both individual and group work. Don’t be the person who makes others dread group work. All students will participate in peer-editing. Do your best to contribute meaningful feedback to your peers and incorporate what you learn from the peer-review process into your own work.
6. **Respect fellow class members and the instructor at all times.** Remember, our classroom is a professional atmosphere and must be treated as such.

7. **Do not sleep during class.** Students who sleep in class will be marked absent for the class session without comment from me.

8. **Refrain from eating noisy and/or pungent foods in class.**

9. **Do not bring children or other guests to class.** Please understand that the presence of a child in the college classroom is not conducive to learning, and the college classroom is usually an inappropriate place for children.

10. **Attend all scheduled conferences.** Failure to attend scheduled conferences will affect your Participation grade as well as the grade for the assignment about which we are meeting. Additionally, missing a scheduled conference will count against your absences.

**Late Work:**
In general, I do not accept late work. However, I **MAY** make exceptions under certain circumstances. If you find that you will be unable to meet a given deadline, please notify me as soon as possible (either in person or via email) **AT LEAST 24 hours PRIOR to the due date** to request a **reasonable** extension. Requesting an extension does not guarantee you will receive an extension. Expect a grade reduction on any late work that is accepted. Students who are habitually late will no longer receive this consideration.

**Extra Credit:**
During the semester, I may announce extra credit assignments in class. Any extra credit will be available to the entire class; I will not give individual extra credit assignments, so please do not ask.

**Essay Revisions:**
Students may revise and resubmit any **ONE** essay of their choice—except the final essay—for a chance at a higher grade. Below is the procedure for revision and resubmission.

1. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some rare cases, you may need to completely re-conceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2. Use your grammar handbook or other resources to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3. Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor **OR** schedule an appointment with me to go over your essay in more detail.

4. When you are sure that you understand what your problems were on the original assignment, rewrite the paper, proofread it, attach the AARC tutorial form (if applicable) and the original graded essay, and submit a digital copy of your revision to the Revisions dropbox and a printed copy to me.

5. Rewrites must be submitted within two weeks (preferably less) of the returned original paper.
6. If the grade for the rewritten essay is higher, it will replace the grade of the original essay. Essays resubmitted without significant revisions will not receive a higher grade.

**Email and Electronic Resources:**
Correspondence relating to this course may be sent to my SFASU email or Gmail, but please **DO NOT** email me through D2L. I prefer to receive email at rlbwilliams83@gmail.com, and you will receive replies much faster if you contact me at that address. The subject line must include your name and class number and section (Sally Student 131.0XX). I may not respond to emails with any other subject line, especially if they come from an email address I don’t recognize. **I will not accept assignments by email** unless I’ve specifically asked they be submitted that way. I usually respond to emails received between 8am and 10 pm within a couple of hours. If you do not receive a response from me within 24 hours, try again or see me during office hours.

When you compose an email to me (and probably most other instructors), you should follow the guidelines below:

1. Begin with a salutation (e.g., “Hi, Mrs. Williams” or “Ms. Williams:”).
2. Write in complete sentences.
3. Use standard punctuation and capitalization.
4. Run a spellcheck and proofread your email.
5. Be clear.
6. Be courteous.
7. Maintain personal responsibility and accountability.
8. Include a sign-off followed by your name (e.g., “Best, Sally” or “Thanks, Bob”).
9. Think about what you are saying and/or asking before you click Send.

Remember that your audience for this email is your college English teacher, not your friend or family member, and an email is a professional document, not a text message or social media post. I have a hard time responding when I get an email that looks like this:

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why come I made a 3/10 on grammer 2 quiz and there was only 5 questions
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If I receive an email that looks like the one above, I will respond by asking you to reread this section of the syllabus and try again. If I can’t understand what you’re asking in an email, I will respond by asking you to reread your email and try again.

**Academic Integrity:**
It is the student's responsibility to do his or her own work and to do it honestly. Cheating and plagiarism are serious offenses which will be dealt with promptly. If a student paper is found to have plagiarized passages, I will meet with the student, investigate the case, and decide on a suitable course of action, which may include an un-revisable 0 on the paper, an F in the course, and an Academic Dishonesty Form filed with the Dean of the plagiarizing student’s college. If you have any questions about whether or not something constitutes cheating or plagiarism, do not hesitate to ask me; the consequences for academic dishonesty are too high to risk lightly.
Essentially, plagiarism is presenting someone else’s work, words, or thoughts as your own. Failing to give credit to the person or people whose work you use to supplement your own is plagiarism, even if you do not explicitly claim to have come up with it yourself. Cheating includes but is not limited to allowing someone else to do your work for you, doing another person’s work for him or her, allowing another person to copy your work and present it as his or her own, and using or attempting to use unauthorized materials for a test or assignment.

Please read SFA’s official policy on academic honesty at http://www.sfasu.edu/policies/academic_integrity.asp.

**AARC:**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Monday-Thursday and on Sunday afternoons. You can also make an appt. by calling 468-4108 or use their online tutoring services.

**Determination of Grade:**
Final grades are determined by the following criteria:
- 10% Attendance & Participation
- 10% Essay 1
- 10% Essay 2
- 5% Proposal
- 5% Revised Proposal
- 10% Annotated Bibliography
- 20% Essay 3
- 10% Visual Rhetoric Project
- 10% Blog Assignments
- 10% Final Exam

**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>“A” work is excellent in the quality of its content, organization, and execution. I do not give an A grade lightly; the author of an A paper has exceeded expectations and demonstrated impressive control of language and style. When I read an A paper, I think, “Wow! This student clearly put a lot of thought and effort into writing the best paper s/he possibly could. There’s almost nothing that needs correction.” To earn an A in the course, students devote sincere effort to every assignment and put forth consistently strong work.</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>“B” work meets the minimum requirements and is relatively free of major flaws and errors. Papers that receive a B grade have fairly strong content development and adequate use of detail and elaboration, but they may be somewhat lacking in technical execution. Students who earn a B have performed better than average in engaging the material and transmitting their thoughts clearly and interestingly. When I read a B paper, I think, “This is very good writing with just a few areas that need improvement.”</td>
</tr>
</tbody>
</table>
“C” work represents an average or acceptable response to an assignment. A C is not a “bad” grade. When I read a C paper, I’m thinking, “This student is on the right track and making acceptable progress but still needs significant improvement.” C papers are reasonably well-constructed and demonstrate thoughtful effort and relative clarity, but they generally contain several major errors and/or lack adequate content development.

Work that receives a grade of “D” (60-69%) or “F” (below 60%) did not meet the minimum requirements of the assignment. Papers that demonstrate a lack of effort on the part of the authors to meeting those requirements receive a grade of 0. Students who receive a zero grade in this sort of situation are not guaranteed an opportunity to revise and resubmit.

PLEASE NOTE:
All final drafts of your writing for this course should adhere to the rules of standard written English grammar, punctuation, and spelling (American).

Failing to meet the minimum page count for final draft will reduce your maximum score for that essay by a percentage equal to the missing content. If the assignment is 4-5 pages, then that means that the assignment must be AT LEAST 4 FULL PAGES; the highest grade a 3 page paper could receive is 75%. Page counts do not include works cited pages or other supplemental material such as images or graphs.

All final drafts and major assignments must be submitted electronically through D2L and on paper unless I specifically direct you to do otherwise. Papers are due by the time class starts. Any paper received after that time is considered late.

Daily work, homework, and timed writings will be submitted on paper.

Withheld Grades - Semester Grades Policy (A-54):
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Complaints/Questions:
I encourage all students to ask questions. If you leave a question unasked, it will remain unanswered. If you have any complaints or questions, please see me first; I can usually help resolve the problem. In the event that I cannot, I will direct you to the appropriate person who will be able to help you out.