English 132.008
Research and Argument
Department of English, Stephen F. Austin State University

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Meeting Time and Location: MWF 10-10:50, F 182

Description
English 132 students continue to study and practice the writing process with a focus on the forms of argument. Students will also develop skill in research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. English 132 requires students write a minimum of four formal essay 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 18 pages for the semester.

This course is going to focus on our use of language and how it gives or takes away the idea of power in situations. To study language we will take a look at different dystopias, businesses, and cultures, studying how they communicate, what jargon is specific to them, and how it does or does not give them authority.

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 2</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Collaborative Case Study (only your analysis part)</td>
<td>March 2</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>Collaborative Case Study (only your analysis part)</td>
<td>March 2</td>
</tr>
<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 2</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
What’s Language Got To Do With It? by Keith Walters and Michael Brody
The Maze Runner by James Dashner

Any other readings I assign will be passed out in class or uploaded in PDF on D2L.

Texas Exemplary Educational Objectives for English 132
The English 132 learning outcomes meet the following Texas Exemplary Educational Objectives (EEOs):

- 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 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 research paper and/or give an oral presentation.

My Course Policies
The following are specific to my classroom that are not covered by any university policy. You could call them my pet peeves.

- In general, no laptops, tablets, iPods, or any other form of technology that will be a disturbance. There are few things more frustrating to me than when someone texts while I’m talking to them. This is going to be a discussion heavy course, please be kind enough to refrain from texting during class. If you are expecting an emergency call, please come see me before class starts. I understand.
- Please be respectful. I will not tolerate any ugly, rude, or disrespectful comments towards your classmates. We may enter controversial discussions, please be kind enough to listen to your classmates and then you will get your chance to express your viewpoint. I encourage lively engagement, but in order for this class to be successful we need to maintain an open, mature, and respectful atmosphere.
- Obtain from eating noisy foods. I do not mind you bringing something to drink, but please don’t bring anything that will be a distraction.

Attendance & Punctuality
Attendance is required for this class. You will not have the necessary information to successfully complete assignments in the class if you are not present. You are allowed 3 absences in this class without penalty. 4 to 5 absences will result in the loss of five points from your final grade; 6 to 7 absences will result in a loss of ten points from your final grade. 8 or more absences means you’ve missed a month of class. You will receive an F for the course.

Being late to class will be seriously. Punctuality is a skill that you must develop in order to be successful in life. Tardiness will be counted as ½ of an absence. But if something happened that made getting to class on time difficult, talk to me at the end of class. If you email me after class is over, I will not take your reason into consideration.

Whether an absence is excused or not, you are responsible for any coursework or content that was presented that day in class. Being absent is NOT an excuse for missed assignments or content. Email me, ask your classmates, or check your syllabus to see what you missed.

**Participation**
Bring your relevant books to each class. Turn off cell phones, iPods, and anything else that makes noise. No laptops. If your behavior in class becomes disruptive, I will ask you to leave. This is a discussion heavy course. You will be required to participate in class discussion at least once a week. If I break you up to have group discussion, you are required to contribute to group discussion.

**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 with information that you may be able to use in your papers.

**Late Work**
If you do not have a valid excuse for an absence, I will not repeat material that was gone over during the class which you missed. You cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence.

You get 1 opportunity to turn in a daily homework assignment late (note: this does not include major papers). When you are turning in something late, you should turn it in with material for that day and write “Oops” at the top of the paper to let me know that it is being turned in late. I will grade the work as if it were turned in on time. Beyond this no daily work will be accepted late, except for that turned in following a documented, excused absence.

You are ADULTS and ADULTS make arrangements. If you are unable to turn in a major paper on time, you must make arrangements with me prior to the class meeting in which the paper is due, and I will determine that the excuse for not being able to do so is valid. Otherwise, papers will be accepted for up to one week after the due date, but the grade for the paper will be reduced by ten percent of its total worth in points per day that it is late. The papers must be turned into BOTH Dropbox and me in paper form at the beginning of class on the due date. If either of these is not turned on time the paper is considered late.

**Plagiarism and Cheating (JUST DON’T DO IT)**
I take plagiarism very seriously. According to SFASU Policies and Procedures:
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.

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 questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me.

Grades
For each assignment a grade will be calculated according to the number of points it is worth. For some papers I will use a 10 point scale while on others I will use a 20 point scale. According to university policy, your final grades for the course will be a flat letter grade (no plus or minus). Here is a general description of my letter grades:

A: 9.0 - 10/18.0 - 20.0 This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B: 8.0 - 8.9/16.0 - 17.9 This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C: 7.0 - 7.9/14.0 - 15.9 This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D: 6.0 – 6.9/12.0 – 13.9 This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.
F: Below 5.9/11.9 You did not do the work assigned, did not follow directions, or did not otherwise meet the most basic requirements of the assignment. See me as soon as possible.

**Assignments**
Rhetorical Analysis 10%
Synthesis 10%
Research Proposal 10%
Research and Argument 30%
Annotated Bibliography 20%
Final Exam 10%
Homework/Participation 10%

**Rhetorical Analysis 10% 3-5 pages**
You will pick a movie trailer for a dystopian movie of your own choosing and write a rhetorical analysis, depicting what kind of language is used, how it grabs the audience’s attention, who the audience might be, and the ethos, logos, and pathos of the preview.

**Synthesis 10% 5-7 pages**
Students will write an informative synthesis about the use of language in *The Maze Runner* and then pair it with an essay we have read from *What's Language Got To Do With It?*

**Research Proposal 10% 2-3 pages**
You will write a research paper describing language and how it is used within a subculture. More on this later. This proposal will be turned in well in advance of the paper due date, and it must be approved by the instructor before the student carries on with his research. Conferences will happen about the research proposal and the student’s objective for the argument paper.

**Annotated Bibliography 20% 7-10 pages**
The student will write an annotated bibliography with 7-10 sources, each of them with a paragraph summary detailing how the source will be used in the argument. This will be turned in shortly after the student’s topic and proposal is approved.

**Research Essay 30% 8-10 pages**
The student will write an 8-10 page argumentative paper. This is at least 8 FULL pages. In order for an argument to be full, persuasive, and in order for all points to be covered in the right detail, it takes 8 pages. This will prove that students have developed rounded skills is carrying out research and are able to effectively make an argument.

**Dystopia Blogs 10%**
As a part of this course, you will gather in groups and start a blog. In this group blog, you will construct your own dystopia, writing your own slang, your own rules for this dystopia. You will convey all of this in your Weekly Updates. By the end of this course, you will have established a small narrative for this world that you have governed and you will give a small presentation.
Final Exam 10%
Students will write a timed in-class essay.

ALL PAPERS MUST:

- Meet the guidelines given on the prompt.
- Be in essay form.
- Be typed, double-spaced in MLA format, using Times New Roman 12 font.
- Have appropriate headings.
- Have an original title. DO NOT use the title of another work as your title.
- Be submitted online through D2L, and into me in hard copy, by the beginning of class on the due date. Papers that are not turned in on time will receive a 2 point deduction for the first day it is late, after which the paper will not be accepted.
- If the assignment requires quotes or sources, use appropriate citation.

I will fail papers for the following:

- Does not meet page length. If the assignment requires a minimum of 3 pages, the paper needs to be three full pages, going into the fourth page.
- Does not follow proper format.
- Has an abundance of spelling/grammar errors.
- Is plagiarized.

If you fail a paper, do not lose hope, or think it is personal. You are here to learn, and often we learn best through our failures. Any comments I make are meant to help you. You will be allowed to revise one paper – unless you didn’t turn one in – and as a requirement for a revision, you must meet with me to discuss your paper. You will also be required to go to the AARC, which is a wonderful service the school provides you.

Revision is an important part of this class because it is an important part of the writing process. You must revise at least one essay (excluding the last essay) for a maximum of a full letter grade improvement. To receive full credit, your revision must be extensive and go beyond my edits and suggestions. This means:

- You must have essay to revise, meaning you cannot skip an essay assignment and then “revise it.” Also, essays that are submitted late cannot be revised.
- To reiterate, you revision must go beyond surface level corrections and edits. This means correcting only the grammar does not count as revision. Utilizing only my comments and edits is a step in the revision process but it does not complete your revised draft.
- Go to the AARC at least once with your essay. They are there to help you and the AARC is free. When you visit the AARC, you must bring back with your revision documented proof that you went there for assistance.
- When you submit your revision, you must turn in the original and the revised copy.

More Necessary Stuff

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.”

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.

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 Mon.-Thurs from 3 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.
Tentative Calendar

WEEK ONE—RHETORICAL ANALYSIS
W: Introduction to Class/Syllabus
F: Rhetorical Situation. Assign Rhetorical Analysis.

WEEK TWO
M: Rhetorical Situation. Logical Fallacies review.
W: Watch Movie trailers and analyze them. HW: Find a movie trailer.
F: Discuss found trailers. Constructing a thesis.

WEEK THREE
M: Peer Review exercise.
W: Rough Drafts Due for Workshop.
F: Discuss essays.

WEEK FOUR—SYNTHESIS
W: Discuss The Maze Runner. HW: Charles Hardeman Essay; Start your dystopia blog.
F: Discuss essays. HW: Maze Runner p. 50-118.

WEEK FIVE
M: First blogs due. Discuss Maze Runner. HW: Maze Runner p.119-151; George Orwell’s “Politics and the English Language.”
W: Discuss readings. HW: Maze Runner 152-200
F: Discuss readings. HW: Write Weekly update; Michiko Kakutani essay.

WEEK SIX
W: Discuss readings. HW: David D. Trout Essay
F: Discuss readings. HW: Weekly Update; Maze Runner 248-314.

WEEK SEVEN
M: Blogs Due. Discuss readings. HW: Finish Maze Runner
W: Discuss novel, bringing it all together. HW: Write a one page draft.
F: Drafting Day. HW: Weekly Update blog; Finish draft for workshop.

WEEK EIGHT
M: Blogs Due. Peer Review.
W: Open discussion on essay.

F: TBA

WEEK NINE
Spring Break

WEEK TEN—ANNOTATED BIBLIOGRAPHY and RESEARCH

W: Research Day; Happy Easter.

F: Happy Easter

WEEK ELEVEN
M: No Class; Happy Easter.

W: Info Lab Research Day: Send me Sources. HW: Work on Abstracts and Bibs.

F: Info Lab Research Day; Send Me Sources. HW: Weekly Update

WEEK TWELVE
M: Blogs Due. Open discussion day for essays. Intro to Argument.

W: Discuss styles and exercises in argument. HW: Finish Abstract and Bib for workshop.

F: Peer Review. HW: Weekly Update

WEEK THIRTEEN
M: Blogs Due. Argument exercises.


F: Open discussion for essays.

WEEK FOURTEEN
Conferences
Conferences
Conferences
HW: Finish essays for workshop; Weekly Update Blog.

WEEK FIFTEEN
M: Workshop Rough Drafts

W: Workshop Rough Drafts.

F: Open discussion for presentations

WEEK SIXTEEN
M: Presentation
**W: Presentation**

**F: Presentation.**

WEEK SEVENTEEN
Final Essay.