English 382
090
Reasoning and Writing
Department of English, SFASU

Professor: Dr. Megan Condis
E-mail: condism@sfasu.edu
Office: LAN #210
Office Hours: Monday 12-2, Wednesday 1-3, Friday 1-2
Also available by appointment in person or via Skype
Meeting Times and Location: Ferguson 171 T/Th 3:30 – 4:45 am

Description

According to the SFA General Bulletin, English 382 is a course on the "construction of argumentative critical analysis based on instructor-and student-selected topics" and carries the prerequisite of nine semester hours of English.

Additional Information

In English 382 you will learn how to construct scholarly arguments using evidence and logic. We will practice research skills (which will include finding and evaluating both primary and secondary resources), writing clearly and concisely, and editing work to create a polished final product. But most importantly, we will practice grappling with intense and controversial topics from a reasonable, rational perspective.

Trigger Warnings

Our theme this semester is “Taboos” which means that we will be tackling topics that might make you uncomfortable or even upset. Because I can’t know exactly what topics will be triggering for people, I am issuing a blanket Trigger Warning over the content for the course. That means that

- When you do schedule time to complete the reading for this course, you should allow a little time for the possibility of an emotional reaction to the material
- You are free to step out of the classroom if you need a moment to compose yourself during a discussion

This does not mean that

- You will be excused from completing any of the readings or assignments or from attending any class sessions
- You may engage in rude or abusive behavior towards your instructor or your fellow students
Texts and Materials

Required


A one month online subscription to the *Oxford English Dictionary Online* available at:

https://ams.oup.com/user/newacct.cgi?title= oed

Additional readings uploaded to D2L and/or online

A thumb drive or access to a cloud file storing service to safely store and transport files we work on in class

Recommended

*The MLA Handbook for Writers of Research Papers, 7th Edition*

Or

The style manual of your choice

Note regarding textbooks

Please note that it may be much more cost effective for you to order the textbooks used on amazon.com or another textbook service. However, it is up to the student to make sure that they have the textbooks in their possession by the time we need them for class.

Student Learning Outcomes

1. Demonstrable knowledge of the terms, models, and methods of written argument.

2. Ability to apply and independently use all phases of the writing process in producing formal analytic and persuasive essays.

3. Ability to identify the rhetorical situations, strategies, strengths, and weaknesses in the arguments and research of others.

4. Ability to judge and manage the rhetorical situations surrounding one’s own written arguments, including the needs of the audience(s), effective use of logic and evidence, and contextual limitations and opportunities.

5. Increased sophistication in constructing complete, clear, and coherent written arguments structured around arguable claims, supported by explicit and sound chains of evidence, and presented in unified paragraphs composed of grammatically correct sentences.
6. Ability to smoothly synthesize multiple sources in support of your own research-based argument related to your own interests and academic goals, using both primary and secondary sources.

**Course Requirements**

All writing assignments prepared outside of class must be typed. The format will vary for each writing assignment, depending on its purpose and audience. Ideally, the topics for your major assignments will relate to your major field and/or future professional interests. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics.

All assignments must be completed in the order in which they are given, and you must complete all the major assignments and the final exam in order to pass this course.

Late work will receive a 5% penalty per day up to 7 days after which the assignment will receive a zero.

If you foresee that you will have difficulty meeting a due date, let me know in advance and we can work out an accommodation. Otherwise, the penalty outlined above will apply.

All assignments will be turned in via D2L by 5 pm on their scheduled due date. We will go over how to do this in class. Technical difficulties with D2L will not be an acceptable excuse for late work. If you have questions about how to turn in an assignment, you need to let me know in advance so we can work on it together.

Most major assignments except the final exam will include intermediate drafts and other materials.

**In-Class Participation**

I will take attendance in class everyday in some fashion, be it a simple tally of who is present, a quiz or a writing activity, or the like. I may draw attention to this or I may not.

Students may miss up to five classes with no penalty and no excuse necessary. After that, I will deduct two percentage points off of the student's final grade up to a maximum of 10%.

Students who are unprepared for the in-class activity (for example, those who did not bring a rough draft in with them when we are doing peer review) will be counted as absent for that day. Students who do not participate in the day's activities or who ignore the guidelines for those activities will be marked absent.

**Grading Policy**

Grades will be computed in the following fashion:

- Short (2-3 pages) research paper: 15%
- Short (2-3 pages) rhetorical analysis: 15%
- Research paper proposal and annotated bibliography: 15%
- Research paper (10-12 pages): 25%
- In-class discussion leadership: 15%
- Final exam micro-presentation: 15%

**A Note Regarding Grades**

In college, the grading scale used by your instructors to assess your work is likely very different from the one by your high school. In college, "A" work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. "B" work
exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student hopes to move forward in the course. Keep this in mind as you work on your assignments for the semester.

**Grading Scale**

A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

**Plagiarism/Academic Integrity**

Academic Integrity: Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication.

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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp) and [http://www.sfasu.edu/policies/academic-appeals-by-students.pdf](http://www.sfasu.edu/policies/academic-appeals-by-students.pdf).

**My policy is simple:** plagiarism or academic dishonesty will result in a zero for that assignment, or a failing grade for the course depending on the severity of the violation.

We will be discussing the proper way to cite your sources during this class, but in the meantime, if you have any questions about this definition or about a particular case in any of your courses, it is up to you to approach me (or any of your other instructors) for help.

**Classroom Conduct**

In order for our classroom sessions to be productive, we need to create an environment in which none of us are afraid to put ourselves out there in front of each other. Rudeness will not be tolerated. We may discuss “hot button” issues, but we need to be respectful of the opinions, feelings, and life experiences of others. Hateful language or behavior such as racism, sexism, homophobia, etc is not acceptable. Students who engage in this behavior will be asked to leave the classroom and may be subject to further disciplinary action.
Withheld Grades Semester Grades

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.

Special Accommodations

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 your instructors and outline the accommodation and/or auxiliary aids to be provided.

Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Resources

The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.

Course Calendar

Week 1
T – Go over syllabus, Play and Discuss Taboo
Th – Read “Trigger or Not, Warnings Matter” and “Why I Use Trigger Warnings”
Discuss Trigger Warnings as Rhetorical Devices, Go over In-Class Leadership Activity

Week 2
T – Read and Discuss Purity and Danger Introduction
Th – Read and Discuss Purity and Danger Ritual Uncleanness and Secular Defilement

Week 3
T – Read and Discuss Purity and Danger The Abomination of Leviticus
Th – Read and Discuss Purity and Danger External Boundaries and Internal Lines

Week 4
T – Read and Discuss Purity and Danger System at War and System Shattered and Renewed
Th – Read/Watch and Discuss "Mommy, What does 'Nigger' Mean?,” Excerpt from Slut!: Growing Up Female With a Bad Reputation, and Louie’s Poker Scene
Go over OED short essay project

**Week 5**

T – In-class research OED short essay project

Th – In-class research OED short essay project

**Week 6**

T – In-class peer review of OED short essay project

Th – Read and Discuss Excerpt from *A Cultural History of Menstruation* and *The Curse* Industry

F – Final Draft of OED short essay project due in D2L at 5pm

**Week 7**

T – Read and Discuss *The Curse* Adolescent and Watch Disney Short and Naturally… A Girl

Th – Read and Discuss *The Curse* PMS

**Week 8**

T – Read and Discuss “Women Protest the UK’s ‘Tampon Tax’ by ‘Free-Bleeding’ in Front of Parliament” and “Indian Women Flout Menstrual Taboos By Saying They’re #HappyToBleed”

Play *Tampon Run*

Go over rhetorical analysis short essay project

Th – In-class research rhetorical analysis short essay project

**Week 9**

NO CLASS SPRING BREAK

**Week 10**

T – In-class peer review of rhetorical analysis short essay project

W - Final Draft of rhetorical analysis short essay project due in D2L at 5pm

Th – NO CLASS EASTER BREAK

**Week 11**

T – Read “Shut Up and Sit Down Review of *Cards Against Humanity*”, Play and Discuss *Cards Against Humanity*

Th – Go over Research Paper Project, Read Sample Proposal and Annotated Bibliography, Begin in-class research
Week 12
T – Continue in-class research
Th – Continue in-class research
F – Proposal and Annotated Bibliography due in D2L at 5pm

Week 13
T – Go over micro-presentation final exam assignment, Read and Discuss first 1/3 of American Psycho
Th – Read and Discuss second 1/3 of American Psycho

Week 14
T – Read and Discuss the rest of American Psycho
Th – Read and Discuss “Serial Masculinity” and “The Real Filth”

Week 15
T – Read and Discuss “Clauses of Reality” and “Into the Void”
Th – Begin screening American Psycho film

Week 16
T – Finish screening American Psycho film, Read and Discuss “Generic American Psycho,” “New Cult Canon,” and “Looking Back at American Psycho”
Th – Course wrap up, review requirements of micro-presentations

Final Exam
Thursday, May 2nd, 1-3 pm