Course Description:
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. English 132 requires students to write a minimum of four formal essays in a range of forms, from analytic to persuasive, or three formal essays and an annotated bibliography with a total page count of at least 18 pages of final draft quality writing. The final essay for the class is a research paper.

Written argument will be the central focus of the course. Arguments pervade every aspect of our society from the personal to a global scale.

- What do you associate with the word argument—screaming matches, rational discussions, or perhaps an attempt to reach a compromise?
- What is your personal style of argument?
- What makes a good argument?

These are just a few questions we will explore and answer throughout the semester, with an emphasis on issues within communities and colleges. We will complete four units of study with each unit focusing on socio-cultural or current issues that will provide you with different perspectives on arguments.
**Unit One:** Students will write a comparative rhetorical analysis essay.

**Unit Two:** Students will analyze issues from opposing viewpoints regarding technology in order to write an argument synthesis.

**Unit Three:** Students will apply the Rogerian argument model to explore current local, campus, and/or issues within your major from multiple perspectives and present a proposal of possible solutions. Students will give a presentation on their proposal and initial research by the end of the unit.

**Unit Four:** Your proposal topic will serve as a guiding framework. Students will develop and extend their proposals through further in-depth research and interviews in order to find sources for an annotated bibliography and a well-developed research paper.

**Prerequisite:**
Students must earn a grade of C or higher in English 131 to be admitted to English 132.

**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. Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);

2. Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);

3. Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);

4. Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);

5. Demonstrate knowledge of organizational and linguistic structures—including grammar, punctuation, and spelling—through the practice in composing and revising (Communication);

6. Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).
Required Texts and Materials:

- Folder labeled with name, course and section number

*There will also be various handouts/readings distributed by or posted on D2L by the instructor at certain times in the semester. These will be supplements to your textbooks. **DO NOT LOSE THEM.**

Assumptions for English 132:

Students entering 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.

Communication: D2L and Turnitin

**D2L:** I will communicate with the class via D2L and/or sfasu email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your D2L email **daily** and for being aware of any information there. Grades are also posted online periodically. Please let me know immediately if you see any errors in your recorded grades.

Absent students should refer to our class web page and contact class members to find out what they miss when absent and what has been assigned. “I was not here” is not an acceptable
excuse for not coming prepared to the next class, getting class notes, or being aware of deadlines, etc.

**Turnitin:** To guard against plagiarism, major papers must be submitted to Turnitin.com, which will compare your essay to millions of essays previously submitted to the program, current and archived instances of the Internet, and commercial databases or journals and periodicals. Turnitin will generate an originality report for each essay detailing its degree of similarity to other works. **You must submit an electronic copy of your final draft to Turnitin before you give me your hard copy of the paper.** To submit to Turnitin, click on the drop box icon in D2L, then click on the name of the assignment. Putting your paper in the drop box automatically submits it to Turnitin.

**Failure to turn the paper in to Turnitin, even if you turn in a hard copy, will result in a grade of zero. If a paper is submitted past the deadline to Turnitin, there will be a grade penalty applied.**

For help with D2L, go to http://www.sfasu.edu/sfaonline/ and look for the link to D2L Support and Tutorials on the left-hand side. Or you can email d2l@sfasu.edu. You can also get assistance with any university technology by calling 468-1919

**GRADES:**

This course will be graded on a point scale. There will be a total of 1000 points possible. The assignments and grades for this course will be as follows:

- Comparative Rhetorical Analysis (3-4 pages) 100 points
- Argument Synthesis (5-7 pages) 150 points
- Debate 100 points
- Proposal Presentation 100 points
- Annotated Bibliography 100 points
- Research Paper (8-10 pages) 150 points
- Midterm 100 points
- In-class Final Exam 100 points
Daily Work (homework, written responses, in class work, participation, etc) 100 points (25 points per unit)

Final Grade

900-1000 A
800-899 B
700-799 C
600-699 D
0-599 F

Grade Criteria:

- 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.
- Note: If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.
- 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.

Revisions

You will be allowed one revision this semester from either the first or second paper. Revisions offer you a chance to recover from a possibly grade damaging paper. Revisions will only be allowed for papers that receive a C or below. For your revision to count it must do several things:

- Make corrections beyond just those marked on the original paper. What this means is you sat down, read my comments, looked at what was marked, reread your paper, and understood what the errors were and how to fix them. Any paper that just “fixes” the areas I marked will not be given full credit for a rewrite.
- Because this is a revision, there should not be an abundance of grammar, spelling, or formatting errors. Any revisions that still contain these types of errors will not improve your grade, but will burn your revision opportunity. Make the revision worth your time and mine.
You will need to see me within one week of receiving the original graded paper to inform me of your plans to revise, as well as confer with me on ways to improve your paper. This is not optional. Any student that does not meet with me, yet hands me a revision, will have it handed right back to them.

You will need to go to the AARC at least once to have a tutor look at your revision. It would be in your best interest to go with specific questions and concerns. If you do not understand why you got the grade you did, the AARC is not going to help you in that way. You need to be cognizant of your writing abilities and be able to see what you are doing and not doing to make the visit to the AARC effective. If you go with generalities, the tutors will focus on the areas they think needs the most work, which may not be what you are looking for. The AARC visit is not optional.

The original graded copy and rubric must be turned in with the revision. If I do not receive this copy, I will not grade the revision.

The revision must be submitted online through D2L. There will be a separate link for revisions. Again, if it is not turned in online by the time the revision is due, I will not accept it.

Extra Credit Opportunities:
Extra credit opportunities will be announced throughout the semester. Extra credit assignments will not be accepted late, or given to those who were absent the day they were announced. Please do not ask for personal extra credit.

Academic Integrity:
Documented proof of cheating or plagiarism will result in a failing grade (of zero) on the assignment, AND possibly a failing grade in the course. You will not be permitted to rewrite the assignment; you will not be given a second chance.

According to university and departmental policy, I must report the cheating to the dean of your college. In part, the following is taken from the University Policy and Procedures Manual (online), Section A-9.1 of Academic Affairs:

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 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 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

Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. Do not be tempted to have other people “help” you write your papers. As students in this course, you will provide me a considerable amount of in-class writing, and I will get to know your writing style and voice. Departures from your normal style send up red flags. Do your own work. I will catch you, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding a paper assignment, please come see me during my office hours. I am always happy to help.

**Participation:**

An important part of the education process is learning to discuss material with your peers. I don’t believe in a “right” answer, and more often than not, you will see something in a manner I have not considered before. It is important that you share your ideas with the class. If you are a quiet student, that is fine, but how do you know your ideas or questions are not similar to another student’s in the class that is afraid to ask? If you don’t understand something or are unsure of something, ask.

Here are the criteria on which I grade participation:

- Ability to discuss material covered in class and readings
- Ability to ask intelligent, thoughtful questions. If you don’t understand something, by all means ask. You probably are not the only one who doesn’t understand.
- Reading the material. If you haven’t read, your quiz and/or writing assignments will reflect it, and your participation grade will go down.
- Showing respect for your classmates, yourself, and me. Do not engage in side conversations. Listen actively. You don’t have to agree or even like what we read or are discussing, but you will need to act as an adult and treat your peers well.
One of my biggest pet peeves is texting or any cell-phone usage in class. If you continue to text and/or “play” on your phone, I may call you out. I also may mark you absent for the class period, or deduct daily work points. Turn your phone off and put it away when you enter my class.

If you do not come to class with the required materials, I will ask you to leave, charge you an absence, and give you a zero for that day’s participation. This is a writing class, and as stated earlier, you should be prepared to write.

Know that I see the difference between thoughtful silence and spacing off. I do not expect you to hang on my every work (really, I don’t) but I do expect you to listen to the class.

Course Citizenship:

We may discuss sensitive or controversial topics as part of class. Disagreement is expected and vital to learning how to express one’s position in a convincing way. That said, we must cooperate to avoid showing disrespect towards others in class and/or their ideas, beliefs, or position, and to avoid any type of hate speech. If you choose to engage in any distracting or disrespectful behavior within a single class meeting (or, for that matter, across multiple meetings), you will be asked to leave the class and counted absent.

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.
Course Policies: Attendance

- I require regular attendance from my students. To perform well in this course, you need to be there!
- You are expected to come to class fully prepared having done the assigned work and being ready to respond to the required readings.
- I will allow 4 excused and/or unexcused absences. **Missing more than four unexcused classes can result in your final grade being dropped 10 points (a full letter grade) for every day after that you are absent.**
- Students with **more than 6 absences** (excused and/or unexcused) who fail to drop the course **may receive an F** for the semester.
- The absences that count as excused will be documented family emergencies, university sanctioned events, and extreme medical issues (hospitalization).
- All excused absences must have proper documentation (i.e. a doctor's excuse, documentation from coach on SFA letterhead, etc.).
- Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.
- **In class assignments and activities cannot be made up unless you have a documented, excused absence.** That said, the assignments/activities must be turned in by the following class meeting after the documented absence.
- An excused absence does not excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next.
- Having **3 tardies** will constitute one full absence. You will be considered tardy:
  - If you arrive to class after I have taken role or leave class early unless you have informed me before class begins.
  - If you are not present when attendance is taken at the beginning of class, it is your responsibility to notify me at the end of class that you are present. If you fail to notify me at the end of class and instead claim attendance later in the semester, I will not change the record unless you have documented proof of attendance.
  - If you are more than 10 minutes late to class, you will automatically be counted absent.
  - If you are consistently late to class, your daily work grade will drop.
Course Policies: Assignments

- Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions.

- Late essays will lose one letter grade (10 points) per day of lateness. For example, if an essay that was due on Monday is turned in on Wednesday, the grade will be dropped to a C before I even began grading it. I will not accept the submission of material via e-mail without prior approval.

- Assignments, essays, and any other work that is given a due date should be turned in on time. If there is an emergency or situation that will prevent you from turning your work in on time, you need to come speak to me. I will decide if there should be an extension, though if accepted late, there will be a grade penalty.

- When major essay grades are given back, I require that you wait at least 24 hours before discussing your grade with me.

- Students are expected to have read any required material on the schedule before class, as there will likely be unannounced quizzes or group work that will involve said readings. You are required to own or have exclusive access to the textbooks for the duration of the class.

- Essay requirements will be given to you as a separate handout. These requirements are non-negotiable.

- For one of your papers, we will meet together one-on-one and discuss your writing strategies and revise your first draft together. All individual or group conferences scheduled with me are mandatory. Conferences are a benefit to you, as you will receive personalized attention on your writing. Absence from a conference will count as missing a regularly scheduled week of classes.

- Failing to meet the minimum page count for any draft may result in a ZERO for that assignment. If the assignment is 3-4 pages long, the paper must be at least 3 full pages, formatted correctly.

- All rough drafts and final papers must be submitted through D2L and are due by the time class begins. Major papers turned in after the beginning of the class period on which they are due will be considered late and will have one full letter grade (10 percentage points) deducted from their final grade. Another full letter grade will be deducted for each day that passes after the due date.
o All major assignments will be submitted electronically. Daily work and homework will be submitted on paper. For all work done in class, please:
  - Use loose-leaf paper
  - Use a heading that includes your name, course number and section, and date.
  - Put an identifying title on the top line so I know what I’m reading if I take it up
o I generally grade and return major assignments within two weeks after they have been submitted.

**Essay Requirements:**

o ALL essays must:
  - Meet the guidelines given on the prompt.
  - Meet minimum page length
  - Be in essay form
  - Be typed, double-spaced in MLA format using 12 pt. Times New Roman
  - Have appropriate headings and 1” margins
  - Have an original title. DO NOT use the title of another work as your title
  - If the assignment requires quotes or sources, use appropriate attribution.
  - Be submitted electronically through Turnitin.

o 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 with correct formatting.
  - Does not follow proper format or does not follow prompt guidelines.
  - Has an abundance of spelling/grammar errors
  - Is plagiarized
  - Is not submitted online through D2L. Emailing me your paper does not constitute an online submission.

**Portfolio Folder:**

With each essay, you will turn in a **folder** with the following documents:

- Assignment sheet
- Grading rubric (found on D2L)
- Pre-writing
Withheld 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.

INCLUSIVE LEARNING

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Office of Disability Services (ODS) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. ODS is available at Human Services Building, Room 325, 468-3004/468-1004 (TDD) or http://www.sfasu.edu/disabilityservices/.

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 ODS.