COURSE DESCRIPTION & OUTCOMES

Official 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. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.

In this class, we will practice reading and writing with a focus on argument and research. We will engage in critical thinking and dialogue in order to analyze arguments in the world around us and craft original arguments to effect change in that world. This course emphasizes the writing process; class discussion, peer review, drafting, and revision are integral to the course and your success in it.

General Education Core Curriculum Objectives

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.

Student Learning Outcomes for ENG 132

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking)
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking)
• 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)
• 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)
• Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication)
• 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)

Assumptions for ENG 132

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

Crucial Course Objective

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course. This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, race, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and histories centered on the production of social difference into classroom activities.

REQUIRED TEXTS AND MATERIALS

- Various PDFs and additional reading provided via D2L and links within the calendar
- Paper/notebook and writing utensils
- $$$ for printing drafts

Please bring the assigned reading to class each day. Bring your handbook every day.

GRADING & ASSIGNMENTS

Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Review Essay</td>
<td>10%</td>
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<tr>
<td>Ad Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Proposal &amp; Annotated Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Researched Argument</td>
<td>20%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Drafts/Workshops</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Quizzes/In-Class Writing</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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You will receive a detailed assignment sheet and rubric for each essay.

Attendance/Participation 10%

Attendance and active participation in this course are absolutely necessary. You have **three free excused absences**. More than three absences will affect your grade. **If you miss more than three weeks of class (9 days), you automatically fail the course.** Being absent is not an excuse for missed information or assignments. You should either contact a classmate or come to office hours to find out what you missed.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will affect your grade.
The classroom should be a space of exploration, respectful debate, discovery, reflection, and fun. Be prepared to talk about the texts on the days we discuss them in class. If you do not understand the readings, feel free to ask questions about what they mean. **If you do not wish to talk in class, know that your grade (as long as you appear attentive) will be no higher than a C.** Try to talk at least once a discussion. I also expect you will listen to your classmates when they are discussing aspects of the texts we read.

*This also means no rude behavior in class: no text messaging, no note passing, and no checking your cell phones. Seriously. If I catch you using your cell phone or texting during class I’ll count you absent for that day.*

**Drafts and Workshops 15%**

For each essay, you will complete at least one draft and one peer review workshop prior to submitting your final draft. In order to get full credit for your draft, it must be at least 75% of the total length due for the final assignment; for example, if the assignment is a four page paper, then your draft should be at least three pages. Drafts must be submitted to D2L AND printed and brought to class on workshop days. Missing class on a workshop day will affect your grade. You may make-up ONE missed workshop by having your draft reviewed at the AARC; you must submit proof of your visit within one week of the missed workshop. You will complete self and peer evaluations for workshops, and these may also affect your grade.

Drafting and revising are the building blocks of this course and of your success in writing. Please take drafts and peer review seriously. During workshop, I expect you to be on task, attentive, and helpful. We will talk about how to give and receive constructive criticism.

For some of your drafts, I will provide feedback, and for others, you will receive feedback only from your peers. However, you may always come see me in office hours or schedule an appointment for additional feedback. If you give me advanced notice and send your current draft, I will do my best to have it read before you come in.

**Reading Quizzes/In-Class Writing 10%**

Most days, we will begin class with a reading quiz or a writing activity. These are designed to keep you on track with your reading and to generate ideas for your writing. You should be prepared to turn this writing in when asked. In-class activities cannot be made up; if you know you will miss class due to a university-excused activity, please talk to me BEFORE the missed class day.
POLICIES AND PROCEDURES

Office Hours

During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours. If the hours don’t work for you, please make an appointment.

If you find yourself struggling in the course for any reason, please contact me as soon as possible. I am happy to work with and help you, but you have to contact me.

Late Work

Students are allowed one free extension each semester. You may extend any one due date 48 hours (2 days). Outside of this one extension, I do not accept any late work. If you cannot submit an assignment on the day it is due, you may submit it early.

Desire2Learn (D2L) Website

We have a course website we’ll use for various activities throughout the course. Some required course readings will be there, as well as assignment sheets and class handouts. Course assignments completed outside of class should be submitted here. Your grades will also be recorded and accessible here.

Disability Policy

Please contact me if you are having any difficulties with the material due to a documented disability. I’m more than willing to accommodate you in a reasonable manner to help you succeed in this course.

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/.

Academic Misconduct/Plagiarism

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called PLAGIARISM, which means using without credit the ideas or expressions of another. Penalties for plagiarism vary from failure of the plagiarized assignment to failure for the course. In all cases, it may include notification of the Dean’s office.
Here's the university's official statement on Academic Integrity:
Academic integrity is a 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.

Definition of Academic Dishonesty:
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.

Read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp