English 132.502
Research and
Argument
Fall 2017

Semester: Fall 2017
Course number/section: ENG132.502
Meeting place: Online
Meeting time: Online
Instructor: Amber E. Wagnon, Ph.D.
email: aewagnon@sfasu.edu
Office: LAN 257 phone: 468-2187
Office hours: Wednesday 1-5, and Friday: 12:15-1:15

Description:
ENG 132 – Research and Argument: “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.” College Bulletin, 2012-2013.

English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first half of English 132 focuses analyzing and interpreting a set of essays and how they relate to one another. These skills are then moved on to researching, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course is a longer researched essay meant to demonstrate the skills students have learned in both English 131 and 132.

As opposed to English 131, English 132 begins to focus on more college-oriented skills. Moreover, English 132 is also a bit more rigorous and demanding. As such, I have designed this course to stretch your reading comprehension, writing, and critical thinking skills. Moreover, the second half of the semester focuses on research and information literacy, both of which are invaluable in a college setting.

Remember, if you took English 131 and made lower than a C, you may not be enrolled in English 132. You must reenroll and pass English 131 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

English 132 Learning Outcomes
At the completion of this course, students will be able to:
• 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).

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 Text: None

Course Policies

- Adults make arrangements. This means that communication is vital.

  Best email is aewagnon@sfasu.edu

- All major essays must be submitted. **Failure to do so will result in automatic failure of the course.**

- All final assignments are turned into D2L via Drop Box in PDF or Microsoft Word format **only.** **Failure to format your assignments as Word or PDF files will constitute a late submission.**

- All assignments file submission should first contain your last name. Here is an example:
  
  - WagnonRhetoricalEssay

- Attendance, active participation, and preparation are expected.

- Be sure to check our Desire2Learn class page daily, as it is the main means of communication for this course. I will always respond if you e-mail me. If you do not hear back from me within 24 hours please resend it. Don’t wait until the night before an assignment is due to e-mail me a question; I may not see it in time to respond. Best email is aewagnon@sfasu.edu

- You can view your grades on the grades feature of Desire2Learn. You should check it after each assignment to ensure your grade was accurately scored and recorded and let me know immediately if there is a discrepancy. If you have a question about your grade, please wait until after you have had a chance to look at the assignment and my comments before making arrangements to come in and discuss it. Please keep all assignments until your final course grade is posted. All D2L questions or issues can be directed to Andra Floyd, afloyd@sfasu.edu, 936.468.1919
Attendance & Punctuality

Class attendance is required. In our online class attendance is taken through your participation in the unit discussion boards and/or assignments.

Missed Class and Late Work

- All assignments essays are due to DropBox in D2L by 11:59 on the date assigned in the course calendar.
- Late assignments will receive a 20% deduction per day.
- The DropBox will close 48 hours after the due date. No late assignments will be accepted once the DropBox is closed.
- Any papers not correctly formatted in PDF or Word will receive a 20% deduction.
- Drafts may not be submitted late.

Grading/Assignments

I will provide detailed descriptions of each assignment; for now, here are some general notes.

All final drafts of your writing for this course should adhere to the rules of standard written English grammar, punctuation, spelling and MLA formatting. This includes a MLA heading on your paper.

- Failing to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
- All assignments file submission should first contain your last name.
- All papers are submitted to Turn It In automatically. Please do not attempt to plagiarize, you will not be successful.
- All final papers must be submitted through D2L.
- I generally grade and return major assignments within two weeks after they have been submitted.

Unit Discussions

The purpose of our discussions is to facilitate conversations, much like the ones we would have if we were face to face. Each unit will have a discussion topic. Each discussion topic has two requirements.

1. Your original discussion response. Please see dates in the course calendar.
2. Your response to two classmates. Please see dates in the course calendar.

*Please watch the video about unit discussions in the Introduction Unit.

Unit Chat Sessions

The only opportunity to earn “extra credit” in this course will come via unit chat sessions. These sessions will give us a chance to meet as a group, via collaborate, to discuss the assignments, the readings, and any other issues for a unit. Chat sessions will be announced via D2L.

Drafts

Drafts are an essential part of the writing process. We cannot expect to write a perfect paper in the first sitting. Therefore, for each major paper you will first submit a draft. The draft should be a completed version of your paper. This means it should contain a clear introduction, body, and conclusion. These are not optional. Late drafts will not be accepted.

Formatting Guidelines

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be:

- **Typed**, using a standard using Times New Roman font, size 12
- Double-spaced.
- Formatted according to MLA style.
- Failure to follow this format or to meet the minimum page requirement will result in a large deduction.

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<th>50 points each</th>
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<td>Summary-Analysis-Response</td>
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<td>Rogerian Essay Draft</td>
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<td>Proposal</td>
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<td>Annotated Bibliography</td>
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<td>Sentence Outline</td>
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<td>Final Research Draft</td>
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Total Points Possible: 1000

Final Grade

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<td>600-699</td>
<td>D</td>
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Grade Criteria:
Overall, your grade will be based on a total of TBD points. As such, 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.

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the
assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

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.

Academic Integrity (A-9.1):
Academic integrity is the 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. 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.
**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.

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 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/.

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**AARC**
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered or you can also make an appt. by calling 468-4108. There is also an online writing lab. [https://library.sfasu.edu/aarc/owl#/?_k=je07z8](https://library.sfasu.edu/aarc/owl#/?_k=je07z8)