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.
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.

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 on a contemporary issue.
Unit Two: Students will analyze issues from opposing viewpoints regarding technology in order to write an argument synthesis.
Unit Three: Students will explore current local, campus, and/or issues within your major from multiple perspectives and present a proposal presentation of possible solutions and initial research. Students will give a presentation on their proposal and initial research by the end of the unit, as well as complete an annotated bibliography of sources relevant to their issue.
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 compose a well-developed research paper. *Capstone Essay

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

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in ENG 132.019 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills-Written requirement. You will see this course on your D2L list.
At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the ENG 132.019 dropbox and the Communication Skills-Written dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

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 the D2L Communication Skills- Written dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Communication Skills-Written dropbox. Not every assignment will be submitted for core assessment every semester. Your
instructor will notify you which assignment(s) must be submitted for assessment in the D2L Communication Skills-Written dropbox

*Include only the core objectives taught in this course and indicate which objectives are being formally assessed in this semester.*

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Research Essay</td>
<td>Dec. 7, 2018</td>
</tr>
</tbody>
</table>

**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.

Course Policies:

- Adults make arrangements. This means that communication is vital.
- Best email is mcgeer@sfasu.edu
- All major essays must be submitted. **Failure to do so will result in automatic failure of the course.**
- All final essays 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.**
- Attendance, active participation, and preparation are expected.
- Drafts should be typed and brought to class on designated workshop days. **Failure to do so will result in being counted absent that day.**
- Work completed in class cannot be made up.
- Put your cellphones and headphones away during class.
- Be sure to check our D2L class page daily, as it is the main means of communication for this course. I will always respond if you email 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 email me a question; I may not see it in time to respond.
- You can view your grades on the grades feature of D2L. 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 936.468.1919.
- 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.
- 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.

Attendance and Punctuality
Class attendance is required. You are allowed five absences without penalty, but you will not be allowed to make up any work done in class that day without a documented, university sanctioned excuse. Missing more than five classes will result in your final grade being dropped ten points for every day that you are absent.

For example, if your GPA for the class is 86, and you miss seven classes, your final grade will be reduced by 20 point to a 66.

Academic Absences: If you are present in class but have failed to complete the previously assigned class work you will be considered academically absent. If you are physically in class but not participating, you will be considered academically absent. Two academic absences will be recorded as one of your five allowable absences.

Punctuality: Please show up on time. You will be counted absent if you arrive 15 minutes or more late to class. If you need to leave early please speak to me prior to class.

Missed Class and Late Work
All major essays are due to D2L by class period time on the date assigned in the course calendar. Any papers submitted after class period time on the due date will receive a 10 point deduction per day. This includes weekends. Any papers not correctly formatted (submitted as PDF or Word document) will receive a deduction per day.

Grading/Assignments
All papers are due to D2L by class period time on the date assigned in the course calendar. 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.
- Failure to meet the minimum page count for any draft will have a significant negative impact on your grade for that assignment.
- All papers are submitted to Turnitin automatically. Please do not attempt to plagiarize, you will not be successful. If an essay is plagiarized, you will be given a 0 for the assignment and be reported to the academic dean.
- All final papers must be submitted through D2L.
- I generally grade and return major assignments within two weeks after they have been submitted.
Formatting Guidelines:
Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class:

- **Typed**, using a standard Times New Roman font, size 12
- **Double-spaced**
- **Formatted according to MLA style.**

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative Rhetorical Analysis (3-4 pages)</td>
<td>100</td>
</tr>
<tr>
<td>Argument Synthesis (4-5 pages)</td>
<td>150</td>
</tr>
<tr>
<td>Debate</td>
<td>100</td>
</tr>
<tr>
<td>Proposal Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper (7-9 pages)</td>
<td>150</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>In-class Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Daily Work (homework, written responses, in class work, participation, etc)</td>
<td>100 points (25 points per unit)</td>
</tr>
</tbody>
</table>

**Final Grade**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>0-590</td>
<td>F</td>
</tr>
</tbody>
</table>

**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.
- 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.

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

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.

Essay Requirements:
- ALL essays must:
  - Meet the guidelines given on the prompt.
  - Meet minimum page length
  - Be in essay format
  - 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.
- 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:
  o Assignment sheet
  o Grading rubric (found on D2L)
  o Pre-writing
  o All rough drafts
  o Peer-review questions
  o Final draft

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.
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 make an appt. by calling 468-4108. There is also an online writing lab: https://library.sfasu.edu/aarc/owl#/?_k=je07z8.