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.

Course Outcomes

General Education Core Curriculum Objectives: This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

Assessment

By enrolling in English 132 you are also enrolling in a Core Curriculum Course that fulfills the Communication 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.

| Communication Skills - Written | To include effective development, interpretation and expression of ideas through written, oral, and visual communication. | Final Group Research Paper | 10 Dec 2018 |
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.
REQUIRED TEXTS AND MATERIALS

- Notebook and writing utensil. This course is a writing course, so you should be prepared to write any given course period.
- Office 365 (Word, Outlook, PowerPoint, OneDrive)
- You will need a folder to hold any handouts I give you during the semester.

COURSE POLICIES

- Adults make arrangements. All major assignments are due on the date listed on the paper prompt or as stated in class. I do not accept late work unless arrangements are made prior to the due date, and asking for arrangements does not guarantee any will be given.
- All assignments must be typed in MLA format. I will not accept hand-written work.
- All major papers must be turned in on D2L via the appropriate dropbox in .docx (Word) format with the title in the following format: Lastname_EssayNumber (ex. Smith_Essay2). Do not share your paper with me through Google Docs. Do not email me your paper.
- I expect students to actively participate and to come prepared. This is a college course, and the single text is required. Any other material required for the course will either be provided by me or posted on D2L.
- SFA email is an official form of communication, and I highly recommend you check your school email at least once a day.
- Grades will be updated on D2L as they are completed. It is up to you to calculate what you need to achieve on any assignments for your desired grade.
- Eating, sleeping, or reading other materials during class are not acceptable behaviors. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity.
- Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.

COURSE ATTENDANCE

- Attendance is required. In a MWF course, each student is allowed six absences without penalty. A TTR course is allowed four. Each absence beyond those allowed equals a ten percent reduction in a student’s final grade. Ex: If you have an 86% average, but miss two over the allowable absences, your final grade will be a 66%.
- Being physically present does not guarantee I will mark you as present. Failing to come prepared, not actively participating, or generally not being engaged in the course will count as an academic absence. Two academic absences will count as a full absence.
• Please be on time. I tend to start classes promptly and find tardiness disruptive. Five minutes late equals being marked tardy on the attendance roster; ten minutes or more is an absence. Two tardy marks equals an absence. If you leave early or habitually leave the class, you risk being counted either tardy or absent. Being habitually late will affect your grade.

• Being absent is **not an excuse for missed information or assignments**. Get with a classmate – or email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction.

**COURSE ASSIGNMENTS**

For all major paper assignments, I will provide you with a detailed prompt explaining the assignment and expectations. There are, however, some guidelines that are consistent with each assignment:

- All papers must be in proper MLA format
- Must meet minimum page length
- Turned in on D2L as a **Word document** by the due date
- Have an original title that is indicative of the topic (Essay 1 is not a good title)
- If the assignment requires sources, there must be a proper works cited page

I cannot stress enough: **Do not plagiarize**. I am aware of the panic moment of needing to get an assignment “finished,” but by using someone else’s ideas, not only are you robbing yourself of the development of your critical thinking skills, but you are also damaging any credibility you may have had in the course. Any acts of academic dishonesty will receive a zero for a grade with no chance of revision, and will most likely be turned into your academic dean. You would be better off asking for an extension or turning in an incomplete assignment than cheating.

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).

**POINT BREAKDOWN AND GRADE SCALE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument essay 1</td>
<td>15%</td>
</tr>
<tr>
<td>Argument essay 2</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated bibliography (part 1 of Group assignment)</td>
<td>20%</td>
</tr>
<tr>
<td>Final research paper (part 2 of Group assignment)</td>
<td>30%</td>
</tr>
<tr>
<td>Other (daily grades, participation, various assignments)</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Missing two major assignments will automatically fail you for the course.**

More information on written assignments will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Quizzes will be either short answer, essay formats, or a combination of the two. They are given during the first ten minutes of class.
Grade Scale
100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 0 = F

Tentative Semester Calendar

Week 1: Course introduction; Review of terms and concepts; “This is Water” by David Foster Wallace (handout)

Week 2: “Should Everyone Go to College?” by Stephanie Owen and Isabel Sawhill (318); “The New Liberal Arts” by Sanford J. Ungar (336); “Are Too Many People Going to College?” by Charles Murray (344)

Week 3: “Shut Up about Harvard” by Ben Casselman (390); “On the Front Lines of a New Culture War” by Steve Kolowich (398); “Student Loans Have Become Our Modern Day Debtor’s Prisons” by Tim Chen (D2L)

Week 4: Drafting; Peer Review; Final draft due

Week 5: “The ‘Other’ Side Is Not Dumb” by Sean Blanda (212); “Why America Is Self-Segregating” by Danah Boyd (219); “The New Jim Crow” by Michelle Alexander (230)

Week 6: “Why Rural America Voted for Trump” by Robert Leonard (279); “Howard University Commencement Speech” by Barak Obama (296)

Week 7: “Why Women Still Can’t Have It All” by Anne-Marie Slaughter; “I’m Gay and African American. As a Dad, I Still Have It Easier Than Working Moms.” Raynard Kington (576); “Teaching Men to Be Emotionally Honest” by Andrew Reiner (589)

Week 8: “Artificial Intelligence’s White Guy Problem” by Kate Crawford (599); “Men Without Work” by Nicholas Eberstadt (605); drafting

Week 9: Peer Review; Final drafts due; Introduction to group project/annotated bibliography

Week 10: Research techniques; topic choice; proposals due

Week 11: Group conferences in my office

Week 12: 2 pages of annotated bibliography due for review; peer review; Final drafts due
**Week 13:** Thanksgiving break

**Week 14:** Putting together group research for final project

**Week 15:** Drafting; Preparing for group presentations

**Final’s Week (Monday 12/10/2018, 10:30-12:30):** Group presentations