Instructor: Ms. Jillian DeFore

Department: English and Creative Writing
Office: Virtual Classroom in D2L
Phone: 468-2101 (Eng. Dept.)
Email: Use the email tool in D2L. If that doesn’t work, email me at deforejilli@sfasu.edu

Class meeting time and location: Virtual classroom in BrightSpace by D2L

Office hours (ALL online):

Monday
7:00 – 9:00 PM

Thursday
7:00 – 9:00 PM

To contact me for synchronous communication, use the chat tool in D2L.

Required materials:

Instructor will provide all course materials in D2L. It is essential that you have reliable and regular Internet access.

Course Description
ENG 132 students continue to study and practice the writing process with a focus on forms of argument. Students will also develop skills in research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. ENG 132 required students write a minimum of either four formal essays in a range of forms, analytic to persuasive, or three formal essays and an annotated bibliography (totaling at least 18 pages). The final paper for the class is a research paper. Students will also learn to incorporate sources into their work.
**Prerequisite:** A grade of C or higher in ENG 131.

**General Education Core Curriculum Objectives**
As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 132 may be assessed:

- **Critical Thinking:** creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- **Communication:** effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- **Teamwork:** the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility:** the ability to connect choices, actions, and consequences to ethical decision-making.

This semester (Fall 2018), the **Communication** objective will be assessed. Students should see a separate course listed in their D2L account, titled “Core Assessment Fall 2018”. Assignment guidelines will be provided by the instructor, but students are responsible for submitting the assignment to the assessment course.

**English Program Learning Outcomes**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student 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**).
Course Policies:

Navigating the Course  You are expected to be able to navigate the online course. This means reading through the modules, submitting assignments in the proper locations, taking part in any assigned discussions, using the email function to communicate with your peers and your instructor, and so on. This course is an online course, so all work will be completed and submitted online via D2L (not printed and handed in or emailed).

Attendance  Just as in face-to-face courses, attendance in online courses is required of all students. Before the twelfth class day, students will have several opportunities to participate in online class activities (introductions, postings to discussion boards, quizzes, etc.). Failure to complete at least two of these assignments on time will result in students being reported as “non-attending” with no possibility for reinstatement.

Online courses are alternatives to face-to-face courses and offer flexibility in regards to location and scheduling, but they are not meant to be “easier”. If you are taking a 3 credit hour course, for example, that would typically require 2½ hours of face-to-face class time and roughly 9 hours of study time. That’s 11½ hours of course devotion per week. You are expected to apply the same standards in an online course.

Technical Difficulties  If you are having technical difficulties that prevent you from completing a task in D2L, please find a way to let me know ASAP (email my SFA address, if necessary).

Assignment Difficulties  If you do not understand an assignment or you’re having difficulties accessing an assignment/file, the right time to notify your instructor and to ask questions is 24 hours before the assignment is due.

Course Communication  Correspondence relating to this course must be directed through the email function on D2L. Since this is a writing class, if you’re emailing me, try to write decently and to concisely tell me the things I need to know. If this communication takes place outside of my scheduled office hours, please allow me 24 workday hours to respond. SFASU email, announcements, chats, and specially assigned discussion boards are other methods of course communication.

Late Work  The only type of work I will accept late is a major assignment. These assignments will be due on the assigned due date. Submitting an assignment after the due date will reduce your grade by 10 points per day. I will not accept any assignments more than one week late, nor will I accept any assignments after deadweek (the final week of classes: the week before final exams).

Requesting an Extension  You may request an extension for a major assignment IF you have a sound excuse to do so. If you have reason to request an extension, you must put that reason in writing and provide me with a specific day on which you will turn
in your assignment (within one week of the original due date). You should submit this *previous* to the assignment due date.

**Assignment Submissions** Assignment instructions will come with submission instructions. All assignments are due on the assigned due dates. Submit posts to discussion boards, complete quizzes, and submit assignments to Dropbox as assigned.

**Acceptable File Types** To ensure D2L/ *TurnItIn* will accept your files, you will need to use specific file types in this course – Microsoft Word files (with a .doc or .docx extension), Rich Text files (with an .rtf extension) or PDF files.

**Correct Files** You are responsible for making sure you submit the correct file for any assignment.

**Revision Policy** The guidelines for revisions are as follows:

- You will be allowed to revise *Essay 1* or *Essay 2* after you receive your final grade on that essay. This is not meant to be a final draft and the final draft a rough draft, so please do not treat the final draft as if it were not important.
- You can earn up to 10 extra points.
- If you choose to revise, you must include a reflective essay of at least one page. This should discuss where you were lacking in your paper and what you did to improve.
- “Revisions” of small problems (such as typos, grammatical mishaps, etc.) will only give you a minimal higher grade (at best). Please remember the difference between editing and revision.
- Revisions of major problems (thesis, support, adding in transitions, reorganizing your essay structure, elaboration of analysis, etc.) will garner you a maximum higher grade.

Revisions will be due no later than dead week.

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**Course Assignments:**

You will have a variety of assignments in this course. All assignments will be graded for proper format, soundness of content, ability to follow directions, attention to rhetorical context, resourcefulness, grammar, and mechanics. All major assignments will be graded according to rubrics that help define the various aspects of each assignment (i.e. purpose, style, content, etc.). You will be familiarized with the rubrics before each assignment is due.

These assignments are meant to introduce you to a wide range of possible writing, presenting, collaborating, and researching tasks that you may be asked to perform in other courses and in the workplace. You will have 4 *major assignments*: a rhetorical analysis essay, a synthesis essay, an annotated bibliography, and a researched argument essay. Specific assignment guidelines will be provided in the course modules.
All assignments must be completed in the order in which they are given. Also, you must complete all 4 major assignments to pass this course. All work should be completely original.

Course Grading:
Weekly assignments, discussions, and quizzes ............................................. 40%
Essay 1: Rhetorical Analysis ................................................................. 10%
Essay 2: Synthesis .............................................................................. 10%
Proposal .............................................................................................. 5%
Essay 3: Annotated Bibliography ......................................................... 15%
Essay 4: Researched Argument ............................................................ 20%

No grades will be bumped up.

Grade Scale
100 – 90 = A  
89 – 80 = B  
79 – 70 = C  
69 – 60 = D  
59 – 0 = F

Statement on Plagiarism and Cheating:

Any student caught plagiarizing will receive an automatic “0” on the corresponding assignment and he/she will be reported to the academic dean. Cases I believe were completely unintentional will be granted some leniency. However, at this point in your education, the possibility of “unintentional” plagiarism should be unlikely. This will be determined by me on a case by case basis.

Withheld Grades Semester Grades Policy:
The following is taken from SFASU’s Policy Manual (2016), “Course Grades”:

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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 the Disability Services (ODS) in room 325 of the Human Services Building or by phone at 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 accommodation. For additional information, visit Disability Services.

FERPA Waivers (Family Educational Rights and Privacy Act)
According to the SFASU website:
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

For more information, visit the SFA website.

I require a 24-hour weekday notice before meeting with anyone representing a student. This meeting must be scheduled via email, and a FERPA waiver must be processed before I will schedule an appointment. Furthermore, I will check identification to make sure any party involved is who he/she claims to be. If questions concerning a student’s grades or behavior are posed via email instead of face-to-face, I may take up to 48-hours to check the status of a FERPA waiver, to consult the student in question, and then to respond to the email.

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, 2018). 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 Calendar

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<th>Date</th>
<th>Lessons</th>
<th>Assignments</th>
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| **Week 1**      | Introduction to Instructor  
Syllabus & Calendar Overview  
MLA Refresher  
Course Navigation  
AARC and Library Info | Introduction post |
| (Aug 27- Sept 3) |                                                                         |                                                                            |
| **Week 2**      | Context  
Audience  
Case Study #1  
Essay: Rhetorical Analysis pt. 1 | 1) Response to Case Study #1  
2) Context and Audience Quiz | (Sept 3- Sept 10) |
| **Week 3**      | Summary, Paraphrase, & Quote Analysis  
Logical Fallacies Pt 1  
Case Study #2 | 1) Response to Case Study #2  
2) Summary, Paraphrase, & Quote Quiz | (Sept 10- Sept 17) |
| **Week 4**      | Evaluation and Interpretation  
Logical Fallacies Pt 2  
Essay Writing 101  
Drafting Strategies for a Rhetorical Analysis  
Essay: Rhetorical Analysis pt. 2 | 1) Logical Fallacies Quiz  
2) Rough Draft of Essay #1 | (Sept 17- Sept 24) |
| **Week 5**      | Peer Review for Essay #1  
Editing and Revising | 1) Peer Review and Confirmation Quiz  
2) Final Draft of Essay #1 | (Sept 24- Oct 1) |
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<th>Week</th>
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| Week 6     | Synthesis Overview                                                      | 1) Response to Case Study #3  
<pre><code>           | Essay: Synthesis pt. 1                                                  | 2) Synthesis Quiz                                                         |
</code></pre>
<p>|            | Case Study #3                                                           |                                                                           |
| Week 7     | Drafting Strategies for a Synthesis                                     | Rough Draft of Essay #2                                                   |
|            | Essay: Synthesis pt. 2                                                  |                                                                           |
| Week 8     | Peer Review for Essay #2                                                | 1) Peer Review and Confirmation Quiz                                      |
|            | Revision Option Overview                                                | 2) Final Draft of Essay #2                                                 |
|            | Essay: Researched Argument pt. 1                                        |                                                                           |
|            | Proposal Assignment                                                     |                                                                           |
|            | Case Study #4                                                           |                                                                           |
| Week 9     | Research Overview                                                       | 1) Response to Case Study #4                                              |
|            | Library Modules                                                         | 2) Topic post                                                             |
|            | Annotated Bibliography Assignment pt. 1                                 |                                                                           |
| Week 10    | Outlining Essay #4                                                      | 1) Proposal                                                                |
|            | Pinpointing Research Holes                                              | 2) Research Quiz                                                          |
|            | Library Modules                                                         |                                                                           |
| Week 11    | Annotated Bibliography Assignment pt. 2                                 |                                                                           |
|            | Outlining Essay #4                                                      | 1) Rough Outline of Essay #4                                              |
|            | Pinpointing Research Holes                                              | 2) Research Review                                                        |
| Week 12    | Annotated Bibliography Assignment pt. 2                                 |                                                                           |
|            | Annotated Bibliography                                                  |                                                                           |
|            | Annotated Bibliography                                                  |                                                                           |</p>
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<tr>
<th>Week 13  (Nov 19- Nov 26)</th>
<th>Thanksgiving break.</th>
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<td><strong>Week 14  (Nov 26- Dec 3)</strong></td>
<td>Creating an Effective Argument&lt;br&gt;Classical Argument Structure</td>
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<tr>
<td><strong>Week 15  (Dec 3- Dec 10)</strong></td>
<td>Essay: Researched Argument pt. 2&lt;br&gt;Peer Review for Essay #4&lt;br&gt;Timed Writing Strategies</td>
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<tr>
<td><strong>Week 16  (Dec 10- Dec 14)</strong></td>
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*subject to change with notification*