ENGLISH 132: Research and Argument

ENG132.006 Fall 2018

Meeting Times: TR 12:30-1:45 PM
Meeting Location: Ferguson 182
Instructor: Lisa L. Fountain
Office Location: Ferguson 178
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Office Hours: W – 10:00 am – 3:00 pm

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.

Required Materials
Lumberjacks Write! Fourth edition (provided by the university)
Other reading materials will be provided by the instructor, and you may be required
to print those materials.

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

General Education Core Curriculum
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.

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.
□ should know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos).
□ should understand what makes a unified and coherent paragraph and be able to write one.
□ should produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.
□ should understand what constitutes plagiarism
□ should grasp MLA basics: page formatting, quotation, citation, and Works Cited lists.

Classroom Decorum:
➢ Classroom discussions will be in an open format. All participants in discussions are expected to remain courteous and respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary problems at the college level, persistent behavioral disruptions will result in the student in question being asked to leave and receiving an absence for the day.
➢ Food and drink are acceptable within reason; noisy packaging and overwhelming odors should be avoided (no broccoli). If issues arise from this policy, it is subject to change.
➢ Sleeping in class is not acceptable.
➢ Reading other materials during class is not acceptable.
➢ Using Technology during class is not acceptable unless I authorize the use.
➢ Diversity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that the 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.

Early Alert: 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.
Assignment Submission: Assignments are due by their assigned date and time and must be turned into me in person (not slipped under my office door). There will be times when I will instruct you to submit work to me by email and, if that is the case, it is due in my email by midnight of the due date.

Late Work: I understand that life happens and somethings are beyond our control. For this reason, I will accept one late assignment with no penalty: to use it write “Oops” clearly at the top of the completed assignment and turn it in within one week of the assigned due date. The “Oops” policy applies only to major essays or assignments. Other than this one “Oops,” I will not accept late work.

Format: All major assignments will utilize correct MLA format and 12-point Times New Roman or other serif font, must be double spaced, and must be presented on D2L. Word counts must be met. Word counts **do not include the Works Cited page. A percentage will be deducted from papers which do not meet word count.** For example, a 900-word paper written for a 1,000-word assignment cannot receive higher than 90%.

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted (unless I instruct otherwise). If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl online. Essays without a Works Cited page will be penalized.

The AARC is available to students as a helpful resource for fine-tuning the quality of your writing. The AARC’s writing walk-in tables are open from 4-8pm Monday-Thursday and 4-6pm on Sundays. It’s located on the first floor of the library.

Attendance: You are allowed **two** excused absences. Valid excuses are limited to health emergencies, religious observation, family emergencies, and participation in SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absences will be automatically considered unexcused. Whether the absence is excused or unexcused, students will be responsible for all course content and assignments.

Academic Integrity (A-9.1): 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.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, 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, 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/](http://www.sfasu.edu/disabilityservices/).

**Course Outline**

Unit One – Discourse Community (Weeks 1 through 5)

Unit Two – The Research Project (Weeks 6 through 12)

  - Part I: The Proposal
  - Part II: The Annotated Bib
  - Part III: The Research Essay

Unit Three – The Profile Genre (Weeks 12 through 18)

**Assignments**

1. Community Discourse Analysis 150 Points

   Students are required to begin researching a profession that they wish to pursue or interests them. The students will use 3-4, peer-reviewed, scholarly sources that give an overview of the profession they have chosen. The essay will be between 1,000-1,300 words. The paper will include a works cited page (not counted toward word count).
2. Research Proposal 50 points
Students are required to write a research proposal describing their topic of choice for the final research essay. This proposal will be turned in well in advance of the essay and must be approved by the instructor before the student carries out the research. The proposal will be 600-900 words and will be in MLA format.

3. Annotated Bibliography Presentation 150 points
Students are required to complete an annotated bibliography that includes 7-10 scholarly, peer reviewed about a profession they have chosen to pursue or are interested in. Of these sources, no less than 3 should be books (academic in nature) found through the Ralph Steen Library or Judy McDonald Public Library. Each source should include a summary detailing what the article is about and how the source will be used in the research essay. Each annotation should range from 200-300 words and must be accompanied by a complete MLA citation. The student will present their bibliography to the class – in person – in the form of a prezi, power point or other software, that will be 5-7 minutes. The written bibliography will be submitted to me on the date of the presentation.

4. Research Essay 200 points
Students will complete as final research essay of 2,400-3,000 words in which they continue researching their chosen profession. The paper will demonstrate that the student has developed a well-researched and sound argument concerning the topic approved by the instructor in the research proposal. The paper will require 7-10 scholarly, peer-reviewed resources of which no less than 3 are books from the Ralph Steen Library or Judy McDonald Public Library. The paper will display the research and analytic skills the student developed over the course of this class and ENG 131. The paper will include a works-cited page (not counted toward total word count).

5. Profile Interview 150 points
Students are required to write a 1,200 -1,500 word profile essay that includes information about a profession they have chosen to discuss. The essay will be based on an interview that they conducted with their chosen professional as well as 1-2 additional scholarly, peer-reviewed articles that they have found. The paper will include a works-cited page (not counted toward total word count).

6. Quizzes 100 points
Multiple quizzes will occur both announced and unannounced over assigned materials. The grade value of each quiz will be calculated as the total number of quizzes taken divided by 100. In past years, quizzes have ranged in value from 5-10 points each.

7. Daily Work and Participation 100 points
Students must consistently prepare for class and participate in class discussion. In addition, disruptive behavior or behavior that hampers the learning environment in the classroom will reduce the points received. Utilizing technology, unless authorized by me, will count against class participation. Unexcused absences will deduct 1 point from the total 100.
Final Grade
1000-900    A
899-800    B
799-600    C
599-500    D
499-0    F

Calendar of Important Dates

September 27 – Discourse Community Analysis Essay Due

October 9 – Research Proposal Due

October 16 – Annotated Bib Presentations

October 17 – Annotated Bib Presentations

October 25 – Outline, Thesis and Introduction to Research Essay Due

November 6 – Student Teacher Conferences

November 8 – Student Teacher Conferences

November 16 – Research Essay Due

November 20-24 – Thanksgiving Break

December 7 – Profile Essay Due

December 10-14 – Finals Week