**Description:**

ENG 382 – focuses on “construction of argumentative critical analyses based on instructor- and student-selected topics. Prerequisite: C in English 131 and 132 or their equivalents and successful completion of English 273. *College Bulletin, 2014-2015.*

**Additional Information:**

Reasoning and Writing is a writing intensive course that builds upon freshman composition to further the development of students’ literacy skills. It is a study of the principals of correct and effective English expression through reading and writing. I will emphasize critical reading, research skills, and the argumentative writing process. You will use various rhetorical strategies for thinking through and writing about argumentative issues. You will also increase your awareness of objections to your positions and your appreciation for the opposition in any given argument. We will read and analyze various types of texts, and I expect that your reading will be both serious and in-depth and will extend beyond those texts assigned to other texts that you will use in support of your arguments. Because this course is a hybrid three “face-to-face” meetings will be required. Please refer to “NEWS” for information regarding the times and places of these meetings.

**English Program Learning Outcomes:**

1. Ability to apply and independently use all phases of the *writing process*, including invention, drafting, revising and editing, and producing and presenting formal essays and other non-fiction prose genres.

2. Ability to identify the elements of the *rhetorical situation inherent in the arguments and research of others*, including the purpose of the speaker, the needs of the audience(s), and the content and the context of the argument or research itself.

3. Ability to analyze the *rhetorical fallacies* related to the different types of rhetorical appeals (ethos, pathos, logos) in a given text or work.

4. Ability to identify, judge, and manage the *rhetorical situations of their own compositions*, including
their own constraints as speakers, the needs of their audience(s), the most effective rhetorical appeals for
their arguments, and the contextual limitations and opportunities impacting their work.

5 Ability to work effectively in teams on projects involving critical-thinking and problem-solving and to
collaborate and report on solutions.

6 Skill and increased sophistication in explaining and developing topics at the paragraph and sentence
level; the goal is continued improvement in writing complete, unified, clear, and coherent paragraphs
composed of grammatically correct sentences.

7 Ability to independently apply critical thinking, composition and document design skills to arguments
and other persuasive genres of writing across a range of disciplines.

8 The ability to conceive, write, and present a research-based argument and/or academic inquiry related
to their own interests and academic goals, using both primary and secondary sources.

Student Learning Outcomes for ENG 382:

1. Students in compositions courses make application of these skills in the writing of
argumentative essays and critical analyses, 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. Students will demonstrate skills including 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 learn
processes for writing that help them to form coherent, well-developed, well-organized and
unified discussions through a variety of writing methodologies, specifically 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. Students will demonstrate 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, and service learning presentations. 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. Students will demonstrate 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:**

**Texts:**
Texts will be provided in Brightspace D2L

**Materials:** Computer with internet access; Adobe reader; word processor

**Course Requirements:**

Even though the principle aim of this class is that you will become a more competent and confident writer, class discussions are an important part of this class, so please have all assigned materials read prior to the class meeting so that you may contribute. *Your success in this class depends upon your attention to and knowledge of the readings and with your fulfillment of other class responsibilities.* Because this class requires discussion as a necessary element in the writing process, your being prepared to contribute and sometimes lead others is of utmost importance not only to yourself, but to others in the class and to your instructor. You will keep a journal in which I expect that you will respond to and comment on assigned readings, and you will write four (4) major papers. Each paper will follow the writing process. You will submit all out-of-class papers in correct MLA form, and I expect that all papers will be grammatically, mechanically, and stylistically correct (please read and study *Commendations and Corrections* provided with this information).

You are to submit each paper to the instructor during the class meeting in which the paper is due. *Generally I do not accept late assignments; please make note of the paper due dates and submit assignments by the time stated.* If you know that you will have to miss class, you must contact me by email or in person so that we can arrange a time for you to turn in your paper. If there is an emergency, email me as soon as possible after the emergency that you can. If you are having difficulty completing an assignment, please email me with any questions at least three days before the due date of the paper. Please remember that I am here to help you.

**Grade Criteria:**

Your final grade will be determined as follows:

Quizzes and Discussion Participation 20%
Paper 1 Analyzing a Brief Argument 15%
Paper 2 Defending an Informed Position 20%
Paper 3 TBA 20%
Paper 4 Final -- “Major” Paper /with Sources, Annotations and Bibliography 25% *

* The final paper in this class (Paper 4) will be due DEAD week. The designation of Final Paper (Paper 4) will be determined at a later time in the semester

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.

Attendance:

I follow the university policy regarding attendance; regular attendance, while hard to measure, is important so logging in to class is a first step towards success in the class. Be sure to log in each day to determine if new material has been added. Be sure to note due dates and turn in work on time or before the due date to ensure success in the course.

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):**
The following is taken from SFASU’s Policy Manual (2012), “Semester 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/.

**Sample Course Calendar:**

*Because of the nature of this course – a hybrid course – the calendar for assignments will be reported in NEWS and in the course calendar in Brightspace D2L. Please access this courses daily.*