What We Will Be Doing:
In 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. This course is required of all students who do not qualify for English 133H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

What We Will Read – Bring both to class EVERY time we meet!
1. A World of Ideas: Essential Readings for College Writers, 10th edition, Lee A. Jacobus
2. The Little Seagull Handbook (spiral bound) with MLA 2016 updates, Richard Bullock, Michal Brody, and Francine Weinberg

Other Necessary Resources:
You need to have access to d2l.sfasu.edu in order to access course materials, submit assignments, and take reading quizzes. Please make sure to configure your d2l account as soon as possible. I will accept no excuses for missing assignments, etc. You also need to revise settings so that d2l emails you anytime I make an announcement.

Some of Our Goals:

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 131 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.

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).

Crucial Course Objective:
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that 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. This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, race, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.

What You Can Expect from Me
I will strive to:
• create a challenging and engaged learning environment that will enrich your college career
• encourage you to explore new ideas, to develop your own intellectual abilities, and to strengthen your critical thinking skills
• encourage you to identify the ways in which our culture influences your lives, your self-identity, and your perceptions of others
• provide you with helpful feedback about your ideas and writing
• meet with you to discuss your work in detail anytime you request guidance
What I Expect from You
During the time spent in this course you should:

- Read and understand all the policies in the syllabus – contact me if you have any questions
- Refer to the calendar attached to the syllabus for any questions regarding deadlines or course requirements
- interact with other students and your professor in a respectful, mature, and thoughtful manner
- read all assigned reading and be prepared to actively participate in class discussion
- keep an open mind; the reading and viewing selections have been carefully considered as works that will contribute to your intellectual development
- feel free to contact me during my office hours if you are having difficulties with the material, or any other issues that might negatively impact your performance in this course
- be prepared to engage with difficult topics

Course Policies:
1. **Communication with your professor**: If you send an email I will answer it that same day if the email was sent between 8am-3pm on weekdays. If your email was sent after those specified times, I will reply the next morning, or after the weekend. Additionally, when you send an email follow proper email etiquette. I do not check d2l email, so only send emails to this address: lameborsel@sfasu.edu

   **Note:** I will not reply to any questions the answer to which can be found by carefully reading the syllabus or the assignment prompts.

2. **Class Environment**: Be considerate and professional to your peers and your professor. Rude behavior in class is unacceptable, and I will ask you to leave class if you are impolite. Some examples of such behavior are: sleeping, private conversations that are distracting to the tasks in class, doing homework for other classes, texting, taking a phone call, reading websites or other irrelevant materials during class, showing up late. This is a professional environment and I expect all of you to behave professionally.

3. All Writing Projects **must be typed** and turned in on d2l on the due date and time. I will not accept hand-written projects. No make-up work is allowed on major assignments.

4. All **Homework** must be typed and turned in on d2l on the due date and time. I will not accept hand-written homework. No make-up work is allowed on homework announced at the beginning of the semester. **Late work** will not be accepted unless an exception is approved in advance.

5. **Attendance** is required in this course. After three absences, your grade will be reduced by one complete percentage point for each class period you miss, whether those are excused absences or not. If you accumulate six absences or more (excused or unexcused) you automatically fail the course.
6. I will only accept documented excuses for any in-class make-up work: family emergencies, university sanctioned events, and extreme medical issues (hospitalization); I need to be presented with documentation upon your first day of return to the classroom, or within a week of the absence.

7. **An excused absence** does not also excuse major essay deadlines, since these deadlines are given weeks in advance. You must turn in major assignments and homework on time regardless of the excuse, since these due dates are announced at the very beginning of the semester.

8. If you miss any in-class writing, you cannot make it up unless you have a documented excuse for your absence. You need to make this up on your own initiative upon your return to class. If more than a week has passed, then you can no longer make up this work.

9. **Tardiness**: If you are more than 15 minutes late to class, you will automatically be counted absent. If you are not present when attendance is taken at the beginning of class, it is your responsibility to notify me at the end of class that you are present; otherwise you will be counted absent. If you fail to notify me at the end of class and instead claim attendance later in the semester, I will not change the record unless you have documented proof of attendance (peer testimony does not count). If you are consistently late to class, your participation grade will drop.

10. **Classroom Conduct**: If you are disrespectful, rude, or inconsiderate to me or anyone else in the class, you will be asked to leave for the day and you will be counted absent. If you continually disrupt class, you will be asked to leave and will be counted absent. Use of laptops or tablets will not be allowed during class, unless I have otherwise specified. Turn off your cellphones, take off headphones, and be respectful of everyone’s time.

11. **Plagiarism**, or turning in work that is not one’s own, runs counter to the most basic purposes and presumptions of higher education. The minimum penalty for plagiarism will be failure of the assignment. In repeated cases, the penalty is failure of the course and filing paperwork with the academic dean. See SFA policy regarding plagiarism.

12. All work needs to adhere to **MLA format** with appropriate documentation – The Little Seagull Handbook has MLA documentation guidelines.

13. You may not use essays or assignments you have previously written.

14. I will not accept emailed assignments.

15. All students will be graded on their ability to: 1. Achieve the goal of the specific assignment 2. Efficiently and effectively communicate through writing 3. Properly format the work and 4. Avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.
16. I reserve the right to ask you to leave the classroom should you disregard any of these policies, or if I deem that you are being disrespectful to our safe and intellectual learning environment.

How Your Grade Will Be Calculated:
The grading standards presented here are general to all the assignments; however, more specific standards (of which you will be made aware) will be attached to each individual assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Project #1 – Summary and Analysis Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Project #2 – Synthesis Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Project #3 – Researched Argument</td>
<td>25%</td>
</tr>
<tr>
<td>In-Class/Written Homework/Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>5%</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
</tr>
</tbody>
</table>

What is Academic Dishonesty/Plagiarism:
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Withheld Grades Semester Grades Policy:
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 the SFA website.

**AARC:**
The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. You are encouraged to seek help from this center throughout the semester.

**AARC Basic Grammar and Punctuation Guide:** [libguides.sfasu.edu/aarc/basicgram](libguides.sfasu.edu/aarc/basicgram)

**Discrimination/Harassment Policy:**
No one will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race, religion, disability, or any other categories. If discrimination/harassment takes place (either reported or observed) involved students will be required to conference with me prior to returning to class. More information on this topic can be found here on the SFA website.

**MySFA:** Per SFASU policy your SFASU-assigned e-mail address is considered an official method of communication from faculty to students. Thus, it is your responsibility to check, on a regular and frequent basis, for any e-mail messages that I may have need to send regarding this course. Such messages may direct you to the mySFA/Blackboard area of this course for additional materials or instructions. Often, I will post schedule updates or announcements on d2l.sfasu.edu as well. Make sure you check frequently.
Tentative Course Calendar

The following schedule is tentative. No due dates will be moved up, and I’ll try to keep changes to a minimum. Daily work will be listed on D2L, which will contain the authoritative due dates and times for assignments.

Tuesday, January 16: Snow Day.
Thursday, January 18: Course introduction and syllabus.
   **Read for January 23:** Nietzsche’s “Apollonianism and Dionysianism” (459) and Freud’s “The Oedipus Complex” (477) in *A World of Ideas.*

Tuesday, January 23 Discuss reading. Thesis statements.
   **Read for January 25:** Horney’s “The Distrust between the Sexes” (500) in *A World of Ideas.*
Thursday, January 25: Discuss reading. Introduction to MLA.
   **Read for January 31:** Jung’s “The Personal and the Collective Unconscious” (487) in *A World of Ideas.*

Tuesday, January 31: Peer Review #1. Bring to class at 3 page printed copy of your essay.
   **Read for February 1:** Kandel’s “The Problem of Consciousness” (539).
Thursday, February 1: Discuss reading. Discuss paragraph transitions.

Tuesday, February 6: Meet in the library (location TBD) – Bring work materials to work on your final draft for Writing Project #1.
Thursday, February 8: Writing Project #1 Due – Submit on d2l by 11:30 pm.

Tuesday, February 13: Screening of the *13th* documentary. You will turn in documentary notes as part of homework, so make sure to bring writing materials to class for note-taking.
Thursday, February 15: Finish screening.
   **Read for February 20:** Alexander_Part_1 file on d2l.

Tuesday, February 20: Introduction to second unit. Introduction to second project. Discuss reading. Continue discussion of paragraph transitions.
   **Read for February 22:** Alexander_Part_2 file on d2l.
Thursday, February 22 Discuss reading. Logical fallacies introduction.
   **Homework:** prepare essay draft for peer review.

Tuesday, February 27: Peer Review #2. Bring to class at 3 page printed copy of your essay.
   **Read for March 1:** Alexander_Part_3 file on d2l.
Thursday, March 1: Discuss reading. Discuss concision.
Tuesday, March 6: Meet in library (Location TBD) – bring work materials to work on 2nd writing project.
Thursday, March 8: Writing Project #2 Due – turn in on d2l by 11:30 pm.
   **Read for March 20:** Aristotle’s “Democracy and Oligarchy” (70)

Tuesday, March 13: Spring Break
Thursday, March 15: Spring Break

Tuesday, March 20: Discuss reading.
   **Read for March 22:** Arendt’s “Total Domination” (159) in *A World of Ideas.*
Thursday, March 22: Discuss reading.
   **Read for March 27:** Mayer_Part_1 file on d2l.

Tuesday, March 27: Discuss reading.
Thursday, March 29: University Break.
   **Read for April 3:** Mayer_Part_2 file on d2l.

Tuesday, April 3: Discuss reading.
   **Read for April 5:** Mayer_Part_3 file on d2l.
Thursday, April 5: Discuss reading.
   **Homework:** Prepare peer review draft.

Tuesday, April 10: Peer review #3 – Bring a 4 page printed copy of your essay to class.
   **Read for April 12:** Francis Fukuyama’s “The Middle Class and Democracy’s Future” in *A World of Ideas.*
Thursday, April 12: Discuss reading.

Tuesday, April 17: Meet at the library – bring work materials to work on essay.
Thursday, April 19: Conference day.

Tuesday, April 24: Peer review #2. Bring an 8 page printed copy of your essay to class.
Thursday, April 26: Meet at the library – bring work materials to work on essay.

Tuesday, May 1: Conference day.
Thursday, May 3: **Writing Project #3 due – turn in on D2L by 11:30 pm.**

May 7-11: Finals Week