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.

In this course we will discuss the methods of argumentation utilized by others in their writings on the problems, and solutions to those problems, of the past, present, and future. Through our examination of the arguments of others, we will be able to observe the tools used by these writers to persuade their audience to accept the premise they put forth in their argument. In turn, we will apply these concepts to our own production of argumentative writing.

Required Texts and Materials

In addition to the books below, there are additional reading materials and handouts posted on D2L that you are responsible for reading.


Course Outcomes:

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.

ENG 132 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 Requirements:
Major assignments include: Summary and Response, Collaborative Case Study, Research Proposal, Annotated Bibliography, and Argumentative Position Paper.

For each of the writing assignments that you will complete for this class, whether major essays or daily work, the work(s) cited page, heading information, title, and document header do not count towards the minimum word count. In addition, if a student fails to reach the minimum assignment requirements, including word count, they cannot receive higher than a D on the assignment.
1. Summary and Response (Essay 1)
To practice using basic source use skills, in your first essay you will choose one of the three articles discussed in class to write a summary for. In addition to summarizing the main claims made within the article, you must respond to the claims made by the article and judge the article’s effectiveness in proving the claims that it makes. For this assignment, you may choose from the article discussed on 1/22, 1/29, or 1/31 to write your Summary and Response paper over. The summary should be a minimum of 600 words and the response should be a minimum of 150 words and include a work cited entry for the source (not counted towards the minimum word length).

2. Collaborative Case Study (Essay 2)
This assignment has three parts: 1) a collaboratively-written introduction to the current issue your group chooses, 2) individually-written analyses of different editorials or op-eds about this issue, and 3) a collaboratively-written conclusion. Individual analyses should each be 600-900 words; introduction and conclusion should be a combined 600-900 words (depending on the number of people in your group, this will result in a final case study of 2,400-3,000 words).

3. Research Proposal
For this assignment, you will write a proposal for your argumentative research essay. Your research proposal should inform me of the area of your research and solicit my approval of the topic. You should argue that you have a strong interest in a fairly specific topic, and that you can do a good paper on it. The research proposal will be graded on how specific, convincing, and well written it is. A good research proposal shows that you have got a good idea, and have done enough research to know if it might work or not. If your topic changes completely between the first proposal and your research paper, you will need to file an updated proposal with me (but the grade from the earlier proposal stands). You will not be able to proceed in writing Essay 4 until I have a proposal on file for you. The proposal should include background, methods, sources, and significance and be between 600-900 words. The proposal is worth two daily work grades.

3. Annotated Bibliography (Essay 3)
The goal for your annotated bibliography is to help you understand the critical conversation surrounding your topic so that you can join that conversation in your upcoming 2,400-3,000-word argumentative position paper. For this assignment you are to compose seven entries for the seven sources you would like to use in your paper that provides: an MLA citation for the source, summarizes the source, provides brief information about the author’s background (credibility), explains why the source is relevant in the conversation happening about the issue, explains how you will use the source in your paper, and lists useful quotations that may prove useful in your paper. Each of the eight entries must include these items.

4. Argumentative Position Paper (Essay 4)
In this essay, you will choose a position to argue about an ongoing issue. You will then write a 2,400-3,000-word (double spaced) paper where you argue your position and then show how the issue could affect the future if it were allowed to persist. In addition to providing sources that support your position, you will also need to acknowledge the opposing sides’ position and anticipate any objections they would have against your argument in order to refute these claims.
A minimum of eight scholarly secondary sources should be utilized in this paper. The paper will also include a works cited page (not counted towards the minimum word length).

For example: if your position were against the United States defunding the space program, you would have to utilize sources that support your claim to show why the government should continue to fund the space program and speculate on the consequences that defunding the program may have on the future.

5. Daily Work Assignments
Most days, you will have some kind of informal writing or reading assignment to complete before class. The assignment to be completed and how the assignment is to be completed is listed in the course calendar. Further instructions for discussion board posts are posted in the D2L discussion board that is specifically for that day’s discussion.

6. Quizzes
Students will have multiple quizzes at random over readings and class discussions. The lowest grade will be dropped. There is not a set number of quizzes.

7. Peer Review
Students will be held accountable for 6 peer review sessions during the course of the semester. Students will be required to peer review their peer’s work and offer them meaningful and constructive feedback. They must also submit a draft to be peer reviewed. Each peer review session will be graded as such: 50 points are possible for bringing a draft (that meets the requirements set for that session) to the peer review session and 50 points are possible for attending the in-class peer review session and providing helpful feedback to your peer(s).

8. Stand and Deliver
Each student will randomly draw a position, either for or against, on an issue on the first day of class; the day that you will be presenting on will also be listed on the paper you selected. You will then have to write a minimum 600-word argumentative essay that argues the position you were given. You must make your paper convincing because you will have to stand in front of the class, with whoever received the opposing viewpoint on your issue, and deliver your arguments to your audience (your peers). Your audience will then vote to decide whose argument was the most logical and persuasive. Whoever wins this vote will receive 3 extra credit points towards either Essay 1 or Essay 3 (you get to choose which assignment receives the points).

9. Conference
During the week of April 16-20th, 2018 we will not be meeting as a class. Instead, I will meet with each of you individually in order to discuss your final paper. Later in the semester, you will sign up for a time to meet with me for 15 minutes in my office. You will be responsible for bringing in at least 1,200 words of your draft so that I can give you feedback. If a student misses their conference time, they will receive 2 unexcused absences. If a student does not come to their session with a draft of their final paper that meets the necessary requirements, the student will receive a zero for the daily work assignment entitled “Conference Essay Draft.”

10. Final Exam (Mock Conference)
During the final exam period, we will hold a mock conference in which you will be placed in a panel of your peers who wrote on a related topic as you. You will read a portion of your paper to your peers and then after each member of the panel has finished reading their paper, your classmates will ask questions pertaining to the paper.

**Grading Policy:**

**Determination of Course Grade:**
Major Essays (4): 60%

[Of the 60% for this category, Essay 1 is worth 10%, Essay 2 is worth 15%, Essay 3 is worth 15%, and Essay 4 is worth 20%]

Peer Review (submitting a draft for review and giving meaningful and constructive feedback during peer review sessions): 15%

Daily Work and Quizzes: 15%

Stand and Deliver: 5%

Final Exam: 5%

**Grade Equivalencies:**

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<thead>
<tr>
<th>Percentage</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<td>80-89</td>
<td>B</td>
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<td>D</td>
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<td>0-59</td>
<td>F</td>
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In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

**Course Policies:**

**Document Formatting:**
As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines. For this course each assignment will be in Times New Roman, 12-point font and will have one-inch margins on all sides. All assignments are to be double-spaced, with the exception of D2L discussion posts, and must have your name, your instructor’s name (Ms. Kramer), the course information (ENG 132.021), and the date (Day Month Year) in the upper left of your paper. Your last name and the page number are to be put in the header of your paper (beginning on the first page), justified to the right. The title must be centered and in essays with sources your source list must begin with the words “Work(s) cited” centered on the page. Whether you have “Work” or “Works” depends on the number of sources you are citing. If you have only one source use “Work” and for more than one use “Works.”
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). 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. Eating, sleeping, reading materials or doing assignments for other classes during this class are not acceptable. 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 assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.

In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions of the material we read and examine. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but do not simply react, do not speak over one another, and disagree with respect.

Reasons you may be asked to leave class (and will receive an unexcused absence)-
- You are being disrespectful to your instructor or to another student.
- Sleeping
- Working on work for another class
- Not coming to class prepared
- Consistently participating in side-conversations while others are talking (this includes your classmates and your instructor)
- Consistently not participating in group work
- Leaving early without notifying me in advance
- Lack of engagement in class because you are distracted by your personal technology (such as a cell phone, laptop, etc.)

Attendance:
Successful students attend regularly, arrive on time, and stay for the duration of class. Please schedule all other appointments without being late or leaving early.

Tardies-
Excessive tardies will not be tolerated. For every 3 tardies, a student will receive an unexcused absence. Students who are tardy 10 minutes or more will be counted absent.

Absences-
After three weeks of missed classes (9 absences), of either excused or unexcused absences, you will receive an F in the course. For further clarification: this means that upon earning absence number 9, you will fail the course automatically, no matter the reason or the amount of the term that remains. Please keep an eye on your absences.

It is important to come to class and be prepared to participate in each day’s activities. When you miss too many days, you miss out on information that will help you succeed in this course and as
a writer in the future. I take attendance at the beginning of class; arriving more than ten minutes after class begins will result in your being marked absent. Students with perfect attendance will have a point added to their final grade.

Toward the end of the semester, you will attend a mandatory conference session in my office, failure to attend this session will count as 2 unexcused absences.

Please be aware of what is excused and what is unexcused:

Valid excuses for excused absences are limited to health emergencies, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from a coach on SFA letterhead, etc.). Without written documentation, the absence will automatically be considered unexcused. Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you missed and arrange with me to make it up. If you know that an excused absence will occur when a major assignment is due, please make arrangements with me to turn it in early, as you will fail the course if you do not submit a major assignment on time.

Late Work and Free Late Daily Work Pass:
Each student has one (1) “Free Late Daily Work Pass”: 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 (and before the last day of class). Other than this “Oops” assignment, no late daily work will be accepted without a university-approved absence (see “Attendance and Absences” above for a description of excused absences).

As for late work, all assignments (major essays, projects, and daily work) are due at the start of class, no later than ten minutes into class, on the assigned due date. Again, I will not accept late daily work other than for excused absences with proper documentation and your one Free Late Daily Work Pass. Late daily work that is covered by an excused absence must be submitted within one week of the date the assignment was due.

Major papers and projects turned in after the beginning of the class period (ten minutes after the start of class) on which they are due will be considered late. You must complete all major assignments on time in order to pass the course; major assignments are noted above under “Course Requirements.”

Extra Credit:
Extra credit opportunities will only be assigned in class and will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those your instructor identifies as relating to major essays.

Electronics Policy:
Cell phones, headphones or ear buds, iPods or MP3 players, laptops, or any tablets are not allowed in the classroom unless otherwise stated. If I see or hear these items, you will be counted absent for the day. If you need to take a phone call for an emergency, you may step out of the classroom, but do not disrespect your classmates by answering the phone in class. If you are waiting on an important phone call and need to leave your phone on your desk, please let me know before class begins.

**Assignment Submission:**
All major assignments are to be submitted to the assignment’s designated D2L Dropbox. Daily work is to be submitted to the discussion board (or as otherwise noted, depending on the assignment, in the course calendar) on the due date.

**Assignment Return Policy:**
Upon receiving your feedback and grade for an assignment please wait 24 hours before speaking with me about the assignment. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an essay received.

**Academic Integrity (A-9.I):**
As I take plagiarism very seriously, please thoroughly read the policy outlined by SFASU below. If you have any questions about plagiarism, please ask me before submitting an assignment. *You will sign and return a plagiarism statement acknowledging that you understand the definition of plagiarism and that you will refrain from doing it.*

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.

**Plagiarism and Student Academic Dishonesty:**

The University Policy Manual defines Student Academic Dishonesty as follows:

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.
Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Penalties for Academic Dishonesty:
Penalties may include, but are not limited, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Please read the complete policy at: http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involve penalties from an un-revisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately before submitting the assignment.

**Turnitin.com (plagiarism detector):**
In this course, we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through D2L dropboxes in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

**Email:**
All emails sent to your instructor should be professional. In the email subject line please write ENG 132.021. Provide a formal salutation (Ms. Kramer, not “hey” or “dude”), and a message that involves complete sentences and appropriate grammar.

I will typically only respond to emails on Monday’s, Wednesday’s and Friday’s. With that being said, if you have a simple question that can be answered via email, feel free to email me at any time; just keep in mind that there may be a delay in you receiving a response from me, given the date and time that your email was received in my inbox. For more detailed questions or if you want me to look at a draft of your paper, you will need to meet with me during office hours.

**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/.

Discrimination/Sexual Harassment:
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

The Academic Assistance and Resource Center (AARC):
The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/ , visit them on the first floor of the Steen Library, or call them at (936) 468-4108.

Counseling Services:
Counseling Services is a free service offered to SFASU students; they offer one-on-one counseling sessions as well as workshops on a variety of topics. If you have something personal that is bothering you and would like to speak to a licensed counselor, or to get more information on the workshops they offer, you can call (936) 468-2401.

Tentative Course Schedule:
This schedule is tentative. I reserve the right to change its contents and will post any changes made to D2L. The “Readings and Assignments” column lists what you should read and assignments that should be completed before that day’s class meeting.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS and ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 15, 2018</td>
<td>Martin Luther King Jr. Day; no class.</td>
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<tr>
<td>Week 1</td>
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<tr>
<td>January 17, 2018</td>
<td>Introduction to class</td>
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<tr>
<td>January 19, 2018</td>
<td>Read: in Envision (pp. 296-302)</td>
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<tr>
<td>Topic: MLA page formatting</td>
<td>Assignment Due: In CREDO tab titled “Welcome to the Modules and Pre-Test” on D2L: Read- 1. “Introduction” Complete Quiz- 1. “Information Literacy Pre-Test”</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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</tbody>
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| January 22, 2018  
Week 2     | Guest Speaker- Kathy Bryson (AARC)  
Topic: Rhetorical triangle | in *Envision*: (pp. 7-12 & 75-78); Martin Luther King’s “Letter from Birmingham Jail” | Recreate the rhetorical triangle chart on page 7 of *Envision* and fill it in with the corresponding information from King’s letter. |
| January 24, 2018     | Topic: Writing style           | in *Envision*: (pp. 110-115)        | In CREDO tab titled “Getting Started with Research” on D2L: Read/watch-  
1. “Introduction-Getting Started with Research”  
2. “Tutorial: Why Information Literacy Matters”  
3. “Video: Life in the Information Age”  
5. “Tutorial: Choosing a Topic” |
| January 26, 2018     | Topic: Writing style           | “Point of View” (D2L)                | Stand and Deliver #1.  
In CREDO tab titled “Getting Started with Research” on D2L: Read/watch-  
1. “Video: How to Narrow Your Topic”  
2. “Tutorial: Background Research Tips”  
4. “Tutorial: Scholarship as Conversation”  
Complete Quizzes-  
| January 29, 2018  
Week 3     | Topic: Integrating research sources  
• Summary   
• Paraphrase | in *Envision*: (pp. 230-238); Karen L. Cox’s “Why Confederate Monuments Must Fall” (D2L) | In CREDO tab titled “Sources of Information” on D2L: Read/watch-  
1. “Introduction: Sources of Information”  
3. “Video: Data, Information, and Knowledge” |
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<th>Date</th>
<th>Topic</th>
<th>Read/Assignment Due</th>
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| January 31, 2018 | Topic: Integrating research sources        | **Read**: Lawrence A. Kuznar’s “I Detest our Confederate Monuments. But They Should Remain” (D2L)  
**Assignment Due**: Write a 150-word summary of Kuznar’s “I Detest our Confederate Monuments. But They Should Remain” |
| February 2, 2018 | Debate Day!                                | **Read**: None.  
**Assignment Due**: Stand and Deliver #2.  
In CREDO tab titled “Sources of Information” on D2L:  
**Read/watch**:  
1. “Video: Peer Review”  
**Complete Quiz**:  
1. “Peer Review” |
| February 5, 2018 | Peer Review                                | **Read**: None.  
**Assignment Due**: Complete Draft of Summary and Response Paper  
*Submit an electronic copy to the D2L Discussion Board labeled “Summary and Response Draft” |
| February 7, 2018 | Topic: Plagiarism & in-class work on Collaborative Case Study | **Read**: in *Envision*: (pp. 265-269)  
**Assignment Due**: Final Draft of Summary and Response Paper  
*Submit an electronic copy to the D2L Dropbox labeled “Summary and Response Final Draft” |
| February 9, 2018 | Topic: Synthesis                           | **Read**: in *Envision*: (pp. 269-281)  
**Assignment Due**: Stand and Deliver #3.  
In CREDO tab titled “Citations and Academic
<table>
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<th>Date</th>
<th>Topic</th>
<th>Read/Watch</th>
<th>Assignment Due</th>
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| February 12, 2018  | Topic: In-text citations & works cited entries for books and book chapters | **Integrity**” on D2L: Read/watch-  
1. “Video: Academic Integrity”  
2. “Video: Copyright”  
Complete Quiz-  
1. “Academic Integrity” | **Assignment Due:** In CREDO tab titled “Citations and Academic Integrity” on D2L: Read/watch-  
1. “Introduction: Citations and Academic Integrity”  
2. “Video: Why Citations Matter”  
**Complete Quiz-**  
1. “Academic Integrity” |
| February 14, 2018  | Topic: Works cited entries for journals, websites, interviews, and videos | **Read:** in *Envision:* (pp. 281-293)  
**Assignment Due:** In CREDO tab titled “Citations and Academic Integrity” on D2L: Read/watch-  
1. “Video: MLA Citation Style”  
2. “Video: MLA 8th Edition Citation Style”  
3. “Tutorial: MLA 8th Edition Citation Style”  
**Complete Quiz-**  
1. “MLA Citations” | **Assignment Due:** In CREDO tab titled “Citations and Academic Integrity” on D2L: Read/watch-  
1. “Video: MLA Citation Style”  
2. “Video: MLA 8th Edition Citation Style”  
3. “Tutorial: MLA 8th Edition Citation Style”  
**Complete Quiz-**  
1. “MLA Citations” |
| February 16, 2018  | Topic: Understanding strategies of persuasion—ethos and pathos         | **Read:** in *Envision:* (pp. 50-56 & 63-69)  
**Assignment Due:** Stand and Deliver #4.  
In CREDO tab titled “Sources of Information” on D2L: Read/watch-  
1. “Video: Types of Sources”  
3. “Video: How to Read Scholarly Materials”  
**Complete Quiz-**  
1. “Types of Sources” | **Assignment Due:** In CREDO tab titled “Searching for Information” on D2L: Read/watch-  
1. “Video: Types of Sources”  
3. “Video: How to Read Scholarly Materials”  
**Complete Quiz-**  
1. “Types of Sources” |
| February 19, 2018  | Topic: Understanding strategies of persuasion—logos & in-class work on Collaborative Case | **Read:** in *Envision* (pp. 57-62 & 70-74)  
**Assignment Due:** In CREDO tab titled “Searching for Information” on D2L: Read/watch- | **Assignment Due:** In CREDO tab titled “Searching for Information” on D2L: Read/watch-  
1. “Video: Types of Sources”  
3. “Video: How to Read Scholarly Materials”  
**Complete Quiz-**  
1. “Types of Sources” |
| Study | 1. “Introduction: Searching for Information”  
2. “Video: Choosing a Database”  
Complete Quizzes-  
1. “Choosing a Database” |
|--------|---------------------------------|
| February 21, 2018 | **Read:** None.  
**Assignment Due:** In CREDO tab titled  
“Searching for Information” on D2L:  
**Read/watch:**  
1. “Tutorial: Choosing and Using Keywords”  
**Complete Quizzes-**  
1. “Choosing and Using Keywords” |
| Writing Day! | Bring what you have written so far and a  
method to save your work to class today.  
➢ Meet in Steen Library, Room 107AA  
(Info Lab 1) |
| February 23, 2018 | **Read:** “Logical Fallacies” (D2L)  
**Assignment Due:** Stand and Deliver #5.  
In CREDO tab titled “Searching for Information” on D2L:  
**Read/watch:**  
3. “Video: Refining Search Results”  
**Complete Quiz-**  
1. “Search Techniques” |
| Topic: Logical fallacies |  |
| February 26, 2018 | **Read:** in *Envision* (pp. 44-49 & 97-101 & 108-109); Henry Grabar’s “Smartphones Are Killing Us-And Destroying Public Life” (D2L)  
**Assignment Due:** In CREDO tab titled  
“Evaluating Information” on D2L:  
**Read/watch:**  
2. “Video: What is Authority”  
3. “Video: Evaluating Sources” |
| Week 7 | Topic: Arrangement in argument, Aristotelian  
method of argumentation, and claim, evidence,  
analysis, etc. |
| February 28, 2018 | **Read:** Nicholas Carr’s “Is Google Making Us Stupid?” (D2L); Amy Williams’ “How Technology Helps Us in our Daily Lives” (D2L)  
**Assignment Due:** In CREDO tab titled  
“Evaluating Information” on D2L:  
**Read/watch:** |
<p>| Topic: Aristotelian method of argumentation |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read/Assignment Due</th>
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<tbody>
<tr>
<td>March 2, 2018</td>
<td>Debate Day!</td>
<td>Read: None. Assignment Due: Stand and Deliver #6.</td>
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<td>In CREDO tab titled “Evaluating Information” on D2L:</td>
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<td>Read/watch-</td>
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<td>1. “Video: How to Identify and Debunk Fake News”</td>
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<td>2. “Video: Objectivity in Reporting”</td>
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<td>3. “Video: Introduction to Bias”</td>
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<td>4. “Video: Types of Bias”</td>
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<td>Complete Quizzes-</td>
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<td>1. “Fake News”</td>
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<td>2. “Bias”</td>
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<td>March 5, 2018</td>
<td>Week 8</td>
<td>Read: in <em>Envision</em> (pp. 156-162)</td>
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<td>Peer Review</td>
<td>Assignment Due: Complete Draft of Collaborative Case Study</td>
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<td>Meet in Steen Library, Room 107AA (Info Lab 1)</td>
<td>*Submit an electronic copy to the D2L Discussion Board labeled “Collaborative Case Study Draft”</td>
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<tr>
<td>March 7, 2018</td>
<td>Topic: Discuss research proposal and research project</td>
<td>Read: None. Assignment Due: Collaborative Case Study Final Draft</td>
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<td>*Submit an electronic copy to the D2L Dropbox labeled “Collaborative Case Study Final Draft”</td>
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<td>*Bring completed Group Collaboration Rubric to class for submission.</td>
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<td>March 9, 2018</td>
<td>Topic: Planning research arguments</td>
<td>Read: in <em>Envision</em> (pp. 136-155)</td>
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<td>Assignment Due: Stand and Deliver #7.</td>
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</table>
After reading the assignment sheet, brainstorm at least 5 possible topics for your research project, using “At a Glance” on p. 142 for help.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 12, 2018</td>
<td>Spring Break (no class)</td>
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<td>Week 9</td>
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<td>March 14, 2018</td>
<td>Spring Break (no class)</td>
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<tr>
<td>March 16, 2018</td>
<td>Spring Break (no class)</td>
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<tr>
<td>March 19, 2018</td>
<td>Read: in <em>Envision</em>- “Finding and Evaluating Research Sources” (pp. 166-178)</td>
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<tr>
<td>Week 10</td>
<td>Assignment Due: Research Proposal Final Draft</td>
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<tr>
<td>Guest Speaker- Janie Richardson</td>
<td>*Submit an electronic copy to the D2L Dropbox labeled “Research Proposal Final Draft”</td>
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<tr>
<td>Topic: Finding research sources</td>
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<tr>
<td>March 21, 2018</td>
<td>Read: in <em>Envision</em>- “Finding and Evaluating Research Sources” (pp. 179-198)</td>
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<tr>
<td>Topic: Evaluating research sources</td>
<td>Assignment Due: Choose one prewriting technique for narrowing a topic identified in “At a Glance” on p. 150 to use in order to narrow down your research topic. Follow the steps necessary for each technique in order to complete the assignment. More details about each technique can be found on pp. 144-150. Your responses should be written or drawn on notebook paper and submitted in class.</td>
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<td>➢ Meet in Steen Library, Room 107AA (Info Lab 1)</td>
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<td>March 23, 2018</td>
<td>Read: in <em>Envision</em>- “Writing an Annotated Bibliography” (pp. 202-207), “Creating a Dialogue with Your Sources” (pp. 198-202)</td>
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<tr>
<td>Topic: Writing an annotated bibliography and creating a dialogue with sources</td>
<td>Assignment Due: Stand and Deliver #8.</td>
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<tr>
<td>Bring <em>Lumberjacks Write</em> to class today! We are going to look at an example of an annotated bibliography: “Animal Testing on an Ethical Scale: An Annotated Bibliography” (pp. 109-112)</td>
<td>D2L Discussion Board- Using the list of potential sources you collected during our in-class activity on 3/19, apply each to the CRAAP Test to weed out the credible sources you can use. Then post: 1) Your original source list, 2) Your updated source list, 3) A brief description of why the sources removed from</td>
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<tr>
<td>March 26, 2018</td>
<td>Week 11</td>
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<td>Topic: Documenting sources and avoiding plagiarism</td>
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<td>March 28, 2018</td>
<td>Peer Review</td>
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<td>March 30, 2018</td>
<td>Easter Holiday (no class)</td>
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<td>April 2, 2018</td>
<td>Week 12</td>
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<td>Peer Review</td>
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<td>April 4, 2018</td>
<td>Topic: Organizing and writing research arguments and outline of essay 4</td>
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<td>Topic</td>
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<td>April 6, 2018</td>
<td><strong>Debate Day!</strong></td>
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| April 9, 2018 | **Week 13**                               | **Read:** in *Envision:* (pp. 239-246 & 29-37 & 226-230); William Zinsser’s “College Pressures” (D2L) | **In CREDO tab titled “Presenting Research and Data” on D2L:**
|              | Topic: Drafting research arguments and constructing an argumentative thesis statement | **Read/watch:**
|              |                                          | 1. “Video: Writing Help”                                             | **Complete Quiz:**
| April 11, 2018 | **Week 13**                               | **Read:** “Constructing an Argumentative Thesis” (D2L); Alyssa Figueroa’s “Young People’s Unhappiness Comes from Our Broken Economic System—and They Shouldn’t Shut Up About It” (D2L) | **D2L Discussion Board- Post your in-process thesis for your argumentative position paper.** |
| April 13, 2018 | **Debate Day!**                           | **Read:** None.                                                       | **Stand and Deliver #10**                                                     |
|              |                                          |                                                                      | **In CREDO tab titled “Post-Test” on D2L:**
|              |                                          | **Complete Quiz:**
<p>|              |                                          | 1. “Information Literacy Post-Test”                                  |                                                                                   |
| April 16, 2018 | <strong>Week 14</strong>                               | <strong>Read:</strong> Danny Cevallos’ “Insanity Defense? Forget About It” (D2L) | <strong>D2L Discussion Board Post-Respond to these questions (provide specific quotations from the text with documentation to</strong> |
|              | <strong>Conferences</strong>                           |                                                                      | <strong>complete your assignment and submit it to D2L.</strong>                          |</p>
<table>
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<tr>
<th>Date</th>
<th>Events</th>
<th>Read</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>April 18, 2018</td>
<td>Conferences</td>
<td><a href="D2L">David Eagleman’s “The Brain on Trial”</a></td>
<td>D2L Discussion Board Post-Respond to these questions (provide specific quotations from the text with documentation to support your assertions for questions 1, 2, 3, and 4): 1. What does Eagleman claim? 2. What evidence does he provide to support his claim? 3. How does he analyze his evidence? 4. How does he use the appeals (ethos, pathos, and logos) to make his claim?</td>
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<tr>
<td>April 20, 2018</td>
<td>Conferences</td>
<td>None.</td>
<td>D2L Discussion Board-Status Check: Describe how you are doing in writing your argumentative position paper and discuss any challenges that you are facing. Then respond to at least two other classmates with advice on how to overcome the challenges they are facing.</td>
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<tr>
<td>April 23, 2018</td>
<td>Week 15 - Writing Day!</td>
<td>in [Envision:](pp. 246-254)</td>
<td>None.</td>
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<tr>
<td>April 25, 2018</td>
<td>Debate Day!</td>
<td>in [Envision:](pp. 254-262)</td>
<td>Stand and Deliver #11. D2L Discussion Board- Post two sources that you are having trouble citing in MLA format.</td>
</tr>
</tbody>
</table>
Then check the accuracy of the works cited entries posted by two other classmates. **Please try to avoid doubling up on feedback.**

### April 27, 2018
**Peer Review**
- **Meet in Steen Library, Room 107AA (Info Lab 1)**

**Read:** None.

**Assignment Due:** Complete Draft of the Argumentative Position Paper

*Submit an electronic copy to the D2L Discussion Board labeled “Argumentative Position Paper Draft 4-27”

### April 30, 2018
**Peer Review**
- **Meet in Steen Library, Room 107AA (Info Lab 1)**

**Read:** “MEAL Plan” (D2L)

**Assignment Due:** Revised Draft of the Argumentative Position Paper

*Submit an electronic copy to the D2L Dropbox labeled “Argumentative Position Paper Draft 4-30”

### May 2, 2018
**Debate Day!**

**Read:** Barbara Whitaker’s “Never Too Young to Have Your Identity Stolen” (D2L); Adam Levin’s “Who’s to Blame for Identity Theft? Everyone” (D2L); Helaine Olen’s “Equifax Messed Up. And Yet We Have to Clean Up the Mess” (D2L)

**Assignment Due:** Final Draft of the Argumentative Position Paper

*Submit an electronic copy to the D2L Dropbox labeled “Argumentative Position Paper Final Draft”

### May 4, 2018
**Topic: Course wrap up and presenting at conferences**
- **Meet in Steen Library, Room 107AA (Info Lab 1)**

**Read:** “Conference Presentations” (D2L)

**Assignment Due:** D2L Discussion Board-In 1-2 (double spaced) pages reflect on the skills you have learned in this course and ways in which those skills are transferrable into the classes you take for your major.

### May 9, 2018
**Mock Conference**