RESEARCH & ARGUMENT
ENGLISH 132.018, 023, & 048
MWF 8-8:50, FERG 171
10-10:50, FERG 183
1-1:50, FERG 276
SPRING 2018

Ms. Meta Henty
hentym@sfasu.edu
Office hours:
MWF
8:55-9:55, 12-12:40
& by appointment
in LAN 245

COURSE DESCRIPTION & OUTCOMES

Official 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 class, we will practice reading and writing with a focus on argument and research. We will engage in critical thinking and dialogue in order to analyze arguments in the world around us and craft original arguments to effect change in that world. This course emphasizes the writing process; class discussion, peer review, drafting, and revision are integral to the course and your success in it.

Student Learning Outcomes for ENG 132

- 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)
Assumptions for ENG 132

Students entering English 132 should

- be able to formulate a thesis statement
- understand the meaning and relationship of claim, evidence, and analysis
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, context) and the rhetorical appeals (ethos, pathos, logos)
- understand what makes a unified and coherent paragraph and be able to write one
- produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors
- understand what constitutes plagiarism
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists

REQUIRED TEXTS AND MATERIALS

- *Envision Writing and Researching Arguments*, Fifth Ed. ISBN: 0134679458 (older edition may be purchased, but you are responsible for missing readings)
- *Pearson Writer* (6 months or more)
- Various PDFs and additional reading provided via D2L and links within the calendar
- Folders for portfolios
- $$$ for printing drafts

Please bring the assigned reading and current draft to class each day.

GRADING & ASSIGNMENTS

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio 1 (Ad Analysis)</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio 2 (Synthesis Position Paper)</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio 3 (Proposal &amp; Annotated Bib)</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio 4 (Researched Argument)</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Grades: Homework/In-Class Writing</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam/Reflection</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will receive a detailed assignment sheet for each essay/portfolio. You must submit all four major assignments (the four portfolios) in order to pass the course.
**Daily Grades: Homework/In-Class Writing 15%**

Many days, we will begin class with a writing activity; other times, you will be required to complete something for homework and bring it to class. These informal writings are designed to keep you on track with your reading and to generate ideas for your writing. You should keep all writing for portfolios. In-class activities cannot be made up; if you know you will miss class due to a university-excused activity, please talk to me BEFORE the missed class day. Additionally, required process work and homework assignments will count as daily grades.

**Final Exam/Reflection 5%**

During our scheduled final exam time, you will complete an essay exam/reflection in which you will answer questions regarding argument/research and reflect on your writing over the course of the semester. We will discuss how to prepare for this closer to the exam time.

**Portfolios**

We’ll be producing four major assignments in the course. Each piece will go through subsequent drafts and revisions. Every version must be accompanied by an author's note—always (see below). At the end of the drafting and revising process, you will submit a portfolio that includes all process work and drafts (more information below). Before each assignment is due, you’ll receive a detailed assignment sheet, including a checklist of all required components. Missing drafts and/or process work will affect your portfolio grade. Portfolios should be submitted in a folder or binder.

In preparation for constructing your portfolios, please keep all of the writing that you do for this class—brainstorming, drafts (including those with my comments and those of your peers), in-class writing, etc., together. SAVE ALL WRITING YOU DO FOR THIS COURSE! Make sure you save each version on your computer as well.

**Process Work**

Process work includes reading assignments, in-class writings, informal out-of-class writings, written feedback to peers, etc. This work, while informal, will be some of the most important work we do for the course. Many of these pieces will be graded and entered as daily grades. Additionally, they are a part of the grade within the portfolios in that not doing them adequately (or not doing them at all) can hamper your grade. The goal of daily writing is to generate ideas, thinking on the page, not about having a finished product. Any process work should be saved for compiling your portfolios.

We will be utilizing Pearson Writer for a portion of our process work—specifically, for revising and editing for grammar and style issues. You are required to input at least one draft per portfolio into Pearson Writer. You will include a printout/summary/reflection of the feedback and your edits in your portfolio. We will spend time experimenting with the product and discussing this early in the semester—you will receive more detailed information about recording/submitting Pearson Writer feedback.
**Drafts/Workshops**

For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped in small groups, by the whole class, and/or by me.

Each draft should include an author’s note explaining to readers:

1) The state of your draft (first draft, third, etc.)
2) What you were trying to accomplish in this draft
3) What you think is going well
4) What you are having trouble with or would like advice on
5) Discussion of and response to small group feedback and revisions for any drafts subsequent to draft one

Drafts should be uploaded to the appropriate dropbox AND printed (enough copies for your group). **Failure to submit full drafts when due will affect your portfolio grades for each assignment.** Drafts will also count as daily grades. Not including an author’s note or submitting an incomplete draft will affect the daily grade.

Prior to workshop, you are expected to read your peers’ drafts carefully and provide a thoughtful, substantive response. During class, you will discuss the drafts, including your written comments and feedback. Save all drafts as they will be submitted with the final portfolio. **Missing workshop and/or failing to read drafts and provide feedback will affect your daily grades and portfolio grade for the assignment.**

If you must miss a workshop due to being ill or other unavoidable circumstances, you may either 1) still exchange with your peers and arrange to get their feedback to them (and theirs to you) very soon after workshop or 2) visit the AARC (or submit to the OWL) with your draft and provide proof of this. You may only choose the AARC option once to replace a workshop and count as process work. **Your participation is necessary in this class.**

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**POLICIES AND PROCEDURES**

**Attendance/Participation**

Attendance and active participation in this course are absolutely necessary. You have **five free excused absences—no notes, excuses, etc. are needed**; I don’t care what you do during those four class periods. After five absences, **each additional absence will cause your final grade to drop by 5 points** (i.e., after 5 days, a 90 becomes an 85, after 6, it becomes an 80, and so on.) **If you miss more than four weeks of class (12 days), you automatically fail the course.** Being absent is not an excuse for missed information or assignments. You should either contact a classmate or come to office hours to find out what you missed. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date. Extenuating circumstances should be reported to the Office of Student Rights and Responsibilities and me as soon as possible.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will affect your grade.
Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.

**Contact Info/Office Hours**

During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours. If the hours don’t work for you, please make an appointment.

Feel free to email me if you have questions or concerns. However, I do expect you to **check the syllabus first**—answers to questions are often found here.

**Late Work**

Students are allowed **one free extension** during the semester. You may extend any one due date 48 hours (2 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, **I do not accept any late work.** If you cannot submit an assignment on the day it is due, you may submit it early. Again, extenuating circumstances should be reported to the Office of Student Rights and Responsibilities and me as soon as possible.

**Technology issues (your own laptop, D2L, etc.) are NOT an excuse for late work.** You are encouraged to back up your work via multiple methods. If you are ever unable to submit an assignment via D2L, you should email it to me prior to the due date instead.

**Desire2Learn (D2L) Website**

We have a course website we’ll use for various activities throughout the course. Some required course readings will be there, as well as assignment sheets and class handouts. Course assignments completed outside of class should be submitted here. Your grades will also be recorded and accessible here. It is your responsibility to check you grades and contact me if you have concerns or questions.

**Disability Policy**

Please contact me if you are having any difficulties with the material due to a documented disability. I’m more than willing to accommodate you in a reasonable manner to help you succeed in this course.

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/).
**Academic Misconduct/Plagiarism**

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called **PLAGIARISM**, which means using without credit the ideas or expressions of another. Penalties for plagiarism vary from failure of the plagiarized assignment to failure for the course. In all cases, it may include notification of the Dean’s office.

Here’s the university’s official statement on Academic Integrity:  
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.

Read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
## Schedule
(Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Activities</th>
<th>Reading Due</th>
<th>Homework/ Writing Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Unit One: Rhetoric, Analysis, and Advertising</strong></td>
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<tr>
<td><strong>M 1/15</strong></td>
<td>MLK No Class</td>
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<tr>
<td><strong>W 1/17</strong></td>
<td>Intro to class Syllabus</td>
<td>Syllabus</td>
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<tr>
<td><strong>F 1/19</strong></td>
<td>Review Rhetorical Situation and Analysis Writing Process and Drafting</td>
<td>Anne Lamott’s “Shitty First Drafts” at <a href="https://wrds.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf">https://wrds.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf</a> <em>Envision Writing and Researching Arguments</em> pg. 2-26</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td><strong>M 1/22</strong></td>
<td>AARC Visit Strategies of Argumentation Rhetorical Appeals/ Fallacies Assign Ad Analysis</td>
<td><em>Envision</em> pg. 42-69</td>
<td>Begin looking for advertisement</td>
</tr>
<tr>
<td><strong>W 1/24</strong></td>
<td>Advertising Rhetorical/Ad Analysis</td>
<td>Ad Analysis Assignment Sheet <em>Envision</em> pg. 27-32, 75-78, 87, and 102-105</td>
<td></td>
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<tr>
<td><strong>F 1/26</strong></td>
<td>Ad Analysis Activity Thesis Statements</td>
<td><em>Envision</em> pg. 79-86 <em>They Say, I Say</em> pg. 25</td>
<td>Bring Chosen Advertisement</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td><strong>M 1/29</strong></td>
<td>Thesis Statements Drafting/Outlining</td>
<td></td>
<td>Working Thesis and Outline for Ad Analysis</td>
</tr>
<tr>
<td><strong>W 1/31</strong></td>
<td>Pearson Writer Meet in Infolab 1 in the library</td>
<td></td>
<td>First Draft Ad Analysis—printed copies for group</td>
</tr>
<tr>
<td><strong>F 2/2</strong></td>
<td>Workshop Revising and editing</td>
<td>Read and peer review groups’ drafts</td>
<td>Feedback for Workshop</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Unit Two: Synthesizing Arguments and Taking a Position</strong></td>
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<tr>
<td><strong>M 2/5</strong></td>
<td>Revising and editing</td>
<td></td>
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<tr>
<td><strong>W 2/7</strong></td>
<td>Assign Synthesis Position Paper</td>
<td>Ad Analysis Portfolio</td>
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<tr>
<td><strong>F 2/9</strong></td>
<td>Argument Structure Brainstorm Topics</td>
<td>#MeToo Movement Readings, TBA Synthesis Position Paper Assignment Sheet</td>
<td>Begin looking for synthesis articles</td>
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<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td><strong>M 2/12</strong></td>
<td>Synthesis</td>
<td><em>Envision</em> pg. 89-115 (just review Toulmin pg. 102-105)</td>
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<tr>
<td><strong>W 2/14</strong></td>
<td>Position Paper</td>
<td><em>Envision</em> pg. 116-130</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>F 2/16</td>
<td>Synthesis Activity</td>
<td><em>They Say</em> pg. 26-27, 39-40, 46-47 (skim, but have templates available in class)</td>
<td>Bring Chosen Articles for Synthesis</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>M 2/19</td>
<td>Introductions</td>
<td><em>They Say</em> pg. 60, 62, 65-66, 72-73 (skim, but have templates available in class)</td>
<td>Synthesis Position Introduction</td>
</tr>
<tr>
<td>W 2/21</td>
<td>Pearson Writer Infolab 1</td>
<td></td>
<td>Synthesis Position Paper First Draft—copies for group</td>
</tr>
<tr>
<td>F 2/23</td>
<td>Workshop</td>
<td>Read and comment on groups’ drafts</td>
<td>Feedback on drafts</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Unit Three: Proposing and Researching Arguments</strong></td>
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<tr>
<td>M 2/26</td>
<td>Revise and Edit</td>
<td></td>
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<tr>
<td>W 2/28</td>
<td>Introduce Researched Argument</td>
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<td></td>
<td>Assign Proposal/Annotated Bib</td>
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<tr>
<td>F 3/2</td>
<td>Brainstorming Topics Research Proposal</td>
<td><em>Envision</em> pg. 136-165</td>
<td>Brainstorm and begin narrowing topics</td>
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<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td>M 3/5</td>
<td>Meet in Infolab 1 in the library</td>
<td><em>Envision</em> pg. 166-178</td>
<td>Begin conducting research in order to narrow your topic</td>
</tr>
<tr>
<td>W 3/7</td>
<td>Work on Proposal Discuss Presentations</td>
<td></td>
<td>Bring your topic</td>
</tr>
<tr>
<td>F 3/9</td>
<td>Workshop—read and comment in class</td>
<td></td>
<td>Proposal Rough Draft—bring copies for group</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Spring Break</strong></td>
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<tr>
<td><strong>Week 10</strong></td>
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<tr>
<td>M 3/19</td>
<td>Proposal Presentations</td>
<td></td>
<td>Continue researching and gathering sources</td>
</tr>
<tr>
<td>W 3/21</td>
<td>Proposal Presentations</td>
<td></td>
<td></td>
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<tr>
<td>F 3/23</td>
<td>Class cancelled for conferences</td>
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<td>Continue researching and gathering sources</td>
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<td><em>Last Day to Drop</em></td>
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<tr>
<td><strong>Week 11</strong></td>
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<tr>
<td>M 3/26</td>
<td>Class cancelled for conferences</td>
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<tr>
<td>W 3/28</td>
<td>Annotated Bibliography Evaluating Sources</td>
<td><em>Envision</em> pg. 179-187</td>
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</tr>
<tr>
<td>F 3/30</td>
<td>Sources workshop activity</td>
<td>Skim <em>Envision</em> pg. 187-196 on Fieldwork (read in more detail if you choose to utilize fieldwork)</td>
<td>Bring at least three possible sources</td>
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### Week 12

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>M 4/2</td>
<td>Workshop—read and comment in class</td>
<td>Annotated Bib Rough Draft (at least 5 sources with annotations)—bring copies for group</td>
</tr>
<tr>
<td>W 4/4</td>
<td>Revising and Editing</td>
<td></td>
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<tr>
<td>F 4/6</td>
<td></td>
<td>Proposal and Annotated Bib Portfolio</td>
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### Week 13

**Unit Four: Writing the Researched Argument**

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>M 4/9</td>
<td>Outlining and Organizing</td>
<td><em>Envision</em> pg. 212-226 Begin outlining Researched Argument</td>
</tr>
<tr>
<td>W 4/11</td>
<td>Integrating Sources</td>
<td><em>Envision</em> pg. 226-246 <em>They Say, I Say</em> templates</td>
</tr>
<tr>
<td>F 4/13</td>
<td>Intro/Outline Activity</td>
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### Week 14

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>M 4/16</td>
<td>Drafting Mini Workshop</td>
<td>Researched Argument Introduction and Outline (bring on laptop or print)</td>
</tr>
<tr>
<td>W 4/18</td>
<td>Addressing Counterargument</td>
<td><em>They Say</em> pg. 82-89 (skim, but have templates available in class)</td>
</tr>
<tr>
<td>F 4/20</td>
<td>Pearson Writer Infolab 1</td>
<td>Researched Argument First Draft—copies for group</td>
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### Week 15

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<thead>
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<th>Date</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>M 4/23</td>
<td>Workshop</td>
<td>Read and comment on groups’ drafts</td>
</tr>
<tr>
<td>W 4/25</td>
<td>Revise and Edit</td>
<td><em>Envision</em> pg. 246-262</td>
</tr>
<tr>
<td>F 4/27</td>
<td>Revise and Edit Integrating Sources Pearson Writer Infolab 1</td>
<td><em>Envision</em> Skim Ch. 7 and 8 for information that may be helpful to you Researched Argument Second Draft—copies for group</td>
</tr>
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### Week 16

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>M 4/30</td>
<td>Workshop</td>
<td>Read and comment on groups’ drafts</td>
</tr>
<tr>
<td>W 5/2</td>
<td>Revise and Edit</td>
<td></td>
</tr>
<tr>
<td>F 5/4</td>
<td>Discuss Final</td>
<td>Researched Argument Portfolio</td>
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**Final**