ENGLISH 132: Research & Argument – Spring 2018

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ENG 132.028
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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.

Focusing on crime, this course asks us to consider the aspects of true crime. We will focus on reading, writing, and researching practices that help us build compelling arguments.

COURSE OUTCOMES
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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account and you will be notified how register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

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.

ENGLISH 132 LEARNING OUTCOMES
At the completion of this course, students will be able to:

✓ Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
✓ Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
✓ Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one's own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
✓ Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
✓ Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
✓ Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

Students entering English 132 should:
✓ Be able to formulate a thesis statement.
✓ 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 how 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 pages.

REQUIRED TEXTS
Lumberjacks Write, 5th edition, edited by Courtney Adams Wooten (should have been provided in your 131 course).

GRADES AND EVALUATION
Assignments – each assignment is due at the beginning of class. You must turn in a hard copy at the beginning of class AND submit all major essays online to D2L. If you fail to one or both, 10 points will be deducted each day it is late, excluding weekends. There will be a separate Dropbox folder in D2L for each major essay assignment. Instructions will be given for the process and not knowing how to submit to D2L Dropbox WILL NOT serve as an acceptable excuse for not turning in these assignments.

Summary and Response – this assignment will be completed in two parts. You will first write a 500-600 word summary of an article of my choosing, then you will write a 500-600 word response to the article. The purpose of this assignment is to aid in reading comprehension, as well as argument. More details of expectations for the assignment will be made available separately at a later date. Due dates: Summary – January 30, Response – February 6.
Literary Analysis – this essay will focus on *Sway*. You will write an analysis, or explication, of the novel. The purpose of this essay is for you to be able to read a text closely, derive meaning from it, and be able to express your thoughts and ideas in an eloquent manner. This essay will be 1500-2000 words in length. More details and my expectations for the assignment will be made available separately at a later date. **Due date: March 1.**

Annotated Bibliography – will include citations, summaries, and quotes that support your research topic. The purpose of this assignment is for you to be able to find and recognize scholarly sources as well as find the right kinds of quotes and ideas to support your research. At least seven scholarly secondary sources are expected. More details and my expectations for the assignment will be made available separately at a later date. **Due date: April 3.**

Research Project – taking everything we’ve read and learned over the course of the semester, you will write a research paper over a specific court case in which you feel the defendant was either wrongly convicted or wrongly acquitted. The purpose of this essay is for you to be able to research topics thoroughly. You will be required to use a minimum of eight scholarly secondary sources for this essay and it will be 2400-3000 words in length. More details and my expectations for the assignment will be made available separately at a later date. **Due date: May 1.**

Research Proposal – for this assignment, you will write a proposal for your researched essay. This should include background, methods, sources, and significance. The proposal should be 600-900 words. **Due date: April 10.**

Peer Review – Peer review is an important asset that should be taken advantage of in this course. There will be only one peer review, which is listed on the course calendar, and it is **mandatory**. Peer comments and suggestions will be due with the final draft of each assignment. Although peer reviews count only as a daily grade, you will receive a zero if you fail to participate or turn in your comments.

Conferences – Students will meet with me for at least one **mandatory** conference that will take place near the end of the semester. If you fail to appear for your conference, you will be counted absent for the day. Details will be provided as the dates approach.

Quizzes – You will sometimes receive quizzes over assigned readings and class discussions, so come to class prepared. They will not always be announced.

Final Exam – Using the skills you’ve acquired over the course of the semester, you will write an essay during the scheduled final exam period. Details and materials will be discussed as the date approaches.

Extra Credit – A substantial visit to the AARC will award you five extra points to one major essay grade. Utilization of the resources available to you are an important part of your education. Attach the pink slip to your final draft. Additional opportunities for extra credit may arise over the course of the semester.
Breakdown of Grades:
Attendance – 5%
Quizzes – 5%
Daily Work – 5%
Research Proposal – 5%
Summary and Response – 10% (5% for each part)
Literary Analysis – 15%
Annotated Bibliography – 15%
Research Project – 25%
Final Exam – 15%

ALL ASSIGNMENTS must adhere to MLA guidelines, meaning 1-inch margins on all sides, appropriate headers, double-spaced, written in 12-point Times New Roman, with Works Cited (if required) attached. Each assignment must meet the assignment requirements for page length and source requirement. Failing to do so will result in a SIGNIFICANT drop in your grade. Individual assignment sheets will be provided with further details.

According to university policy, your final grade for the course will consist of a letter grade only. Here is a general description of each letter grade:

A – Student meets and exceeds the expectations for the assignment. Writing demonstrates an understanding of all the key concepts needed to effectively complete the essay. Few, if any, grammatical and/or syntactical errors.

B – Student meets the expectations for the assignment. Writing demonstrates an understanding of most of the key concepts needed to effectively complete the essay. Few grammatical and/or syntactical errors.

C – Student meets the expectations for the assignment. Writing demonstrates a basic understanding of some of the key concepts needed to effectively complete the essay. Several grammatical and/or syntactical errors.

D – Student does not meet at least one expectation for the assignment. Writing demonstrates little understanding of the key concepts needed to effectively complete the essay. Many grammatical and/or syntactical errors.

F – Student does not meet most or all expectations for the assignment. Writing demonstrates little to no understanding of most of the key concepts needed to effectively complete the essay. Pages are missing or plagiarism may have occurred. Writing is incomprehensible with many grammatical and/or syntactical errors.

Grade evaluation may be discussed 48 hours after essays have been returned. I will not discuss it with you until the two-day window has passed.
ATTENDANCE
Attendance is mandatory. In order to be successful, you will need to attend class regularly, arrive prepared and on time, and stay for the duration. Three (3) tardies will count as one absence. Sleeping in class is unacceptable. If caught sleeping, you will receive one warning; afterward, you will be counted absent. You are allowed five (5) excused and/or unexcused absences before your grade is affected. After the fifth absence, you will be docked one final letter grade. Students with more than seven (7) absences, whether excused or unexcused, who fail to drop the course will receive a final grade of F. Excused absences include family emergencies, university sanctioned events, and extreme medical emergencies, such as hospitalization. All excused absences must have proper documentation (e-mails do not count). Missing class for any reason will not excuse you from homework and/or major assignment deadlines. You must return to class prepared for that day’s discussion. Please keep track of your tardies and absences. I will put them on D2L, but will not remind you if you’re getting close to your limit.

LATE ASSIGNMENTS
Late work is accepted only for major essay assignments. I will not accept late work for daily grades or quizzes. One letter grade will be docked for each day the assignment is late. University policy excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. You will be responsible for providing satisfactory documentation for such situations. Extensions for major assignments will be left to my discretion, but you must see me at least three days prior to the due date with proper documentation.

WITHHELD GRADES – 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.

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. If you are caught cheating or plagiarizing in my class, my findings will be discussed with you in a conference and there is a high likelihood that you will fail the course and be reported to the deans of both of our colleges. To clarify, 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.

**ACCEPTABLE STUDENT BEHAVIOR**

A recent policy from the Provost’s Office states, “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 that is available to help SFA students succeed.”

**Individual classroom policies:**

- **✓** Electronics are permitted in class as long as they do not become a problem. If you are using it excessively, disrupting the class, or causing a distraction to any of your fellow classmates, I will ask you to put it away. Laptops should be used only for class purposes. Do not use social media in the classroom. Earbuds/headphones are not allowed. If you need to answer an emergency phone call, please step out of the classroom so as not to disturb or disrespect your classmates. If you are expecting an important phone call or if there is an extenuating circumstance, such as sick children, and need to leave your phone on your desk, please speak with me before class.
- **✓** Do not bring noisy or smelly snacks to class. Please be mindful and respectful to your fellow classmates. You may bring drinks to class, but keep in mind that you will have to clean it up if you spill it. Be sure to bring drinks with some sort of lid on the cup or bottle.
- **✓** Please don’t interrupt me or your classmates. It is rude to do so. If you’d like to add to the conversation, please raise your hand.
- **✓** Sleeping, daydreaming, doing homework for another class, talking to classmates about something unrelated to the classroom conversation, and not paying attention are not allowed. I will warn you once, but afterward you will be marked tardy without any notice.
- **✓** If you need to contact me by e-mail, please put ENG 131 and your section number in the subject line. I DO NOT accept assignments by e-mail unless I specifically give you permission to do so. Please be professional. I will not respond to e-mails that are written poorly and/or written disrespectfully. **DO NOT e-mail me through D2L because I may not check it.**
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 for Policy E-46.

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/.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108. To schedule a weekly appointment, visit sfasu.edu/aarc and sign up ASAP.
**COURSE SCHEDULE**

This schedule is tentative, and I reserve the right to change it at any time. Any changes will be posted to D2L.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class/Work</th>
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| Tuesday, January 16   | In class: Syllabus and course introduction  
                       | Homework: D2L Discussion “Introduce Yourself” |
| Thursday, January 18  | In class: Review rhetorical triangle  
                       | Summary and Response assignment  
                       | Homework: Read Chapter 4 of *How to Write Good Essays* for a review on basic grammar |
| Tuesday, January 23   | In class: Practice summarizing  
                       | Homework: Short summaries and responses |
| Thursday, January 25  | In class: Types of argument  
                       | Homework: Finish summary |
| Tuesday, January 30   | In class: **Summary due**  
                       | Credible sources and quote integration  
                       | Homework: Review types of arguments |
| Thursday, February 1  | In class: Quiz over arguments  
                       | Practice responses  
                       | Homework: Finish response |
| Tuesday, February 6   | In class: **Response due**  
                       | Literary Analysis assignment  
                       | Review of literary devices/analysis  
                       | Homework: Read *Sway* pp. 1-86 |
| Thursday, February 8  | In class: Quiz over *Sway*  
                       | Discussion of reading/events  
                       | Go over character sheet  
                       | Homework: Read *Sway* pp. 87-172 |
| Tuesday, February 13  | In class: Quiz over *Sway*  
                       | Watch *Manson* documentary  
                       | Homework: Read *Sway* pp. 172-255 |
| Thursday, February 15 | In class: Quiz over *Sway*  
                       | Meet in Writing Lab 2  
                       | Homework: Finish rough draft |
| Tuesday, February 20  | In class: **Literary Analysis - Rough draft due**  
                       | Mock peer reviews  
                       | Finish character sheet  
                       | Homework: Read peer essays |
| Thursday, February 22 | In class: Peer reviews  
                       | Homework: Work on essay |
| Tuesday, February 27  | In class: Meet in Writing Lab 2  
                       | Homework: Finish essay |
| Thursday, March 1     | In class: **Literary Analysis - Final draft due**  
                       | Annotated Bibliography assignment  
<pre><code>                   | Examples of annotated bibliography |
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<tr>
<th>Date</th>
<th>Homework/Assignment</th>
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<tr>
<td>Tuesday, March 6</td>
<td>Homework: Post research topic on D2L</td>
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<tr>
<td>Thursday, March 8</td>
<td>No class – D2L assignment TBD</td>
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<td>Tuesday, March 13</td>
<td>Spring Break</td>
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<td>Thursday, March 15</td>
<td>Spring Break</td>
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<td>Tuesday, March 20</td>
<td>In class: Writing/research day in Lab 2</td>
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<td>Homework: Work on bibliography</td>
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<td>Thursday, March 22</td>
<td>In class: Writing/research day in Lab 2</td>
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<td>Homework: Work on bibliography/prepare short presentation</td>
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<td>Tuesday, March 27</td>
<td>In class: <strong>Annotated Bibliography – Rough draft due</strong></td>
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<td>Short source presentations</td>
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<td>Thursday, March 29</td>
<td>No class – Easter break</td>
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<td></td>
<td>Homework: Finish bibliography</td>
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<td>Tuesday, April 3</td>
<td>In class: <strong>Annotated Bibliography – Final draft due</strong></td>
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<td>Finish short source presentations</td>
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<td>Research Project assignment</td>
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<td>Homework: Work on proposal</td>
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<td>Thursday, April 5</td>
<td>In class: Meet in Writing Lab 2</td>
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<td>Homework: Finish research proposal</td>
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<td>Tuesday, April 10</td>
<td>In class: <strong>Research proposal due</strong></td>
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<td>Homework: Work on research project</td>
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<td>Thursday, April 12</td>
<td>No class – Writing day</td>
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<tr>
<td>Tuesday, April 17</td>
<td>In class: <strong>Research Project – Rough draft due</strong></td>
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<td>Sign up for conferences</td>
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<tr>
<td>Thursday, April 19</td>
<td>In class: Peer editing introductions/conclusions</td>
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<td>Sign up for conferences</td>
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<td>Tuesday, April 24</td>
<td>Mandatory conference period</td>
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<td>Thursday, April 26</td>
<td>Mandatory conference period</td>
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<tr>
<td>Tuesday, May 1</td>
<td>In class: <strong>Research Project – Final draft due</strong></td>
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<tr>
<td>Thursday, May 3</td>
<td>In class: Discuss final</td>
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<tr>
<td>Final Exam Week</td>
<td>Final TBD</td>
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