English 132-003: Research and Argument
Spring Semester 2018  MW 3:30-4:45 Ferguson 378
English Department
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Office Hours: MW 2-3:30 and F 2-5
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CATALOG 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.

COURSE DESCRIPTION: Welcome to English 132: Research and Argument, the second part of the composition sequence at SFA. This class is intended to develop your critical thinking, reading, and writing skills through various types of assignments while exploring issues both current and meaningful.

COURSE OUTCOMES

General Education Core Curriculum Objectives:

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 course: 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 to register your account through you 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.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText.
Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative writing, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>N/A</td>
<td></td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>N/A</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>N/A</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision making</td>
<td>N/A</td>
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**English 132 Learning Outcomes**

At the completion of this course, students will be able to:

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).
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 Assignments**

**30% Collaborative Case Study** – The first writing assignment for this course is a case study requiring collaborative work. Students will organize into groups of 3-4 people, select a pre-approved case study topic, engage in research and reading on the topic, and compose a case study, between 1400-1900 words (approximately 7-10 pages), with equal writing contributions by each group member. The goal of the collaborative case study is to engage in close reading skills, concise summarization skills, thoughtful research that emphasizes credible source retrieval, and respectful collaboration with others to complete a significant goal. (Critical Thinking; Communication; Teamwork; Personal Responsibility)

**20% Summary and Rhetorical Analysis** – The second writing assignment for this course is a paper that involves a 200-250 word summary of a selected essay, accompanied by a 600-800 word rhetorical analysis of that same essay. The goal of the summary is to demonstrate strong close reading skills, to construct a concise, but comprehensive synopsis of the selected essay’s argument, and to continue developing proper attribution skills. The goal of the rhetorical analysis is to engage in critical thinking and analysis of someone else’s argument, looking specifically for strengths and weaknesses in relation to the rhetorical situation and the appeals of ethos, logos, and pathos. (Critical Thinking; Communication; Personal Responsibility)

**50% Research Project** – The research project constitutes the major project for this course, and is comprised of multiple parts, each of which should be considered a separate assignment in its own right. The assignments listed below will examine, through research, persuasive writing, and comparative source analysis, a current issue / problem.

**15% Annotated Bibliography One** – The first assignment in the research project is an annotated bibliography that summarizes five sources examining the research topic selected for the project.

**15% Annotated Bibliography Two** – Utilizing, as well as fine-tuning, the research and summarizing skills first applied with annotated bibliography one, students will conduct research for five new sources examining their research topic and construct a second annotated bibliography. This comprised the third assignment/part of the research project.
20% Literature Review – The final part of the research project is a literature review which takes the ten sources from the annotated bibliographies and identifies significant areas of commonality/agreement and difference/disagreement, as well as important trends or patterns in the research, and discusses those points in a review of the literature. This 8-10 page essay focuses on comparing, contrasting, and synthesizing the sources from the annotated bibliographies to explain the “conversation” on the research topic, and culminates in identifying the strengths and weaknesses of the scholarship examined in the review of literature as well as establishing a position on the issue.

Grading Scale

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>An exceptional paper that meets all of the requirements of the assignment as outlined in the assignment guidelines. Such a paper has a clearly stated, sophisticated, and insightful thesis statement. Supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; and there are few to no grammatical / mechanical errors.</td>
</tr>
<tr>
<td>B+</td>
<td>A superior paper that meets all of the requirements of the assignment as outlined in the assignment guidelines. Thesis statement is clear, but lacks the critical sophistication of the “A” paper. Paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; and there are a few grammatical / mechanical errors.</td>
</tr>
<tr>
<td>B</td>
<td>A strong paper that meets most to all of the requirements of the assignment as outlined by the assignment guidelines; the thesis statement lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; and there are several grammatical / mechanical errors.</td>
</tr>
<tr>
<td>C+</td>
<td>A good paper that meets a large number of the requirements of the assignment as outlined by the assignment guidelines; the thesis is awkwardly constructed and somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; and there are several grammatical / mechanical errors.</td>
</tr>
<tr>
<td>C</td>
<td>An average paper that meets most of the requirements of the assignment as outlined by the assignment guidelines; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; and there are multiple grammatical / mechanical errors.</td>
</tr>
<tr>
<td>D+</td>
<td>A mediocre paper meets only one or two of the requirements of the assignment as outlined by the assignment guidelines; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>D</td>
<td>A poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many grammatical / mechanical errors on each page.</td>
</tr>
<tr>
<td>F</td>
<td>Does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are many grammatical / mechanical errors throughout the entire paper.</td>
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**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.

**General Course Policies**

The syllabus for a course is like a contract between student and teacher. A contract, loosely defined, is an agreement between two or more parties in which the parties agree to follow certain behaviors and meet specific responsibilities. By being in this class, you agree to the conditions listed below, including the course policies which outline acceptable codes of behavior for this course, and the course schedule, which outlines the due dates for all assignments. Should you not meet the expectations outlined by the syllabus, you can expect in turn to incur the penalties described below. That means it is extremely important that you familiarize yourself with the syllabus as thoroughly as possible; if a policy does not make sense, make sure to ask me as soon as possible as I will not allow confusion to be an excuse for not completing an assignment as required or for not meeting class expectations as described below.

**Attendance / Lateness Policy:** For this course, students are allowed four unexcused absences. A half grade deduction from the final grade will be applied for the fifth AND sixth unexcused absences. The seventh absence will result in an automatic failing grade for the course, in accordance with university policy. I do take attendance, and so should you; that is, you should keep a record of the days you miss class so that you know how many absences you have accumulated. It is your responsibility, not mine, to catch you up on material you missed due to an absence. In other words, I will not “re-teach” a class you have missed, thus it is important that you make contacts in the class should you miss a class and need notes. Furthermore, I follow the university’s policy for excused absences; this policy only excuses absences for official university business, not
illness, court dates, doctor appointments, funerals, etc. Finally, students should be aware that not only do I take attendance, but I keep records of tardiness; for every three classes a student is late to class (and I define being late very simply: if you’re not in class when class officially starts, then you are late), I will mark an absence.

**Grievances and Concerns Policy:** If you are having difficulties with this course, whether it is with a writing assignment, a particular reading, or with the course in general, please do not suffer in silence and/or wait until the end of the term to inform me of these problems or concerns in the evaluations. At that point, there is nothing I can do to address those concerns. Thus it would be best for you, me, and the class to be able to address your concerns while there is still time left in the term to do so. Please talk to me either via email, or in private to discuss any problems or concerns you have with the course and I will do my best to address them. Of course, at the end of the term, your feedback regarding this course is both welcome and appreciated when it comes time to fill out the class evaluations.

**Disability Services:** 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/).

**AARC Policy:** Students are highly encouraged to use the AARC, located in the Steen Library, for help with their papers. Some rules/guidelines that students should follow with respect to the Writing Center: 1) set up an appointment (they last thirty minutes), either by signing up on the appointment sheet located at the AARC, or by setting up an appointment online; 2) As a general rule, DO NOT DROP IN – you can never be assured of help by doing this, so it is best to sign up for or set up an appointment; 3) Come in with a complete, TYPED draft – a typed draft is easier for the writing consultant to read, and a complete draft gives them more to work with and respond to; 4) Come in with specific questions about your draft, or specific parts of the paper that you want the writing consultant to look at; 5) If available, bring the assignment sheet with you so that tutors can reference it if they need more information about the assignment; and 6) DO NOT EXPECT THE WRITING CONSULTANT TO PROOFREAD THE ESSAY FOR YOU (that means fixing spelling and punctuation errors for you) – THEY WON’T. They will, however, point out grammatical/mechanical errors to you, but it is your responsibility to fix them.

**Academic Integrity (A-9.1):**

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.
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. Furthermore, if you turn in an essay that you wrote for another course for this class, or incorporate any kind of outside work when outside research is not allowed for the writing assignment, you are engaging in plagiarism and academic dishonesty.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

These are the penalties for plagiarism in this course: for the first offense, you will receive a zero for the paper and be reported to the appropriate dean for this academic offense; and for the second offense, you will receive a failing grade for the course, and be reported to the appropriate dean of students for this academic offense.

**Late Work and Makeup Policy:** I define a paper as “late” if it is submitted an hour after the official deadline for the paper. A paper that is a full day late will be marked down a half letter grade (thus, if you receive a “B” on the paper, but it is late, its final grade will be a “C+”). A paper turned in two days late will be marked down a full letter grade (a “B” paper will become a “C”). A paper turned in three days late will automatically receive a “D.” If that paper shows poor work, additional deductions may occur. No papers will be accepted after four days.

THERE ARE NO MAKE-UPS IN THIS CLASS. In-class writing tasks and quizzes CANNOT be made up outside of class. Students also cannot make-up formal writing assignments or exams.

**Conference Policy:** Students are encouraged to meet with me to discuss writing assignments, receive help on drafts of papers, to discuss quizzes and/or assigned readings, and general concerns with the course. My scheduled office hours represent the best times to meet with me, and it is a good idea, in order to assure that you will receive my full attention, to schedule a time during my office hours should you wish to talk to me. Should you miss a scheduled meeting with me, I will allow you to set up a makeup meeting, but only if you alert me to being unable to come to the meeting a full twenty-four hours before the scheduled meeting. I reserve the right to not meet with a student should s/he be habitual in missing conferences. My time is precious, too, and I will not
devote time to a student who regularly misses meetings when other students need help / guidance. Finally, please be aware that you cannot be guaranteed of my time if you drop in during my office hours, as I may be meeting with another student, so again, if you can, schedule a meeting with me to insure that you get to work with me when you need / want to.

**Dropbox Policy:** All papers for this course are REQUIRED to be submitted to the appropriate Dropbox folder on the D2L site for this course. Each Dropbox folder will be titled according to the paper (e.g., “Case Study Rough Draft”) and will automatically shut down twenty-four hours after the start of class on the paper’s due date. It is your responsibility to remember to submit your papers to the appropriate folder AND to alert me to any difficulties uploading the paper within that twenty-four hour window. A paper that scores a 25% or higher on turnitin.com for potential plagiarism / academic dishonesty will be especially scrutinized. Furthermore, such a score could result in serious penalties, including full grade deductions, a zero for the paper, and in worst case scenarios, being reported to the appropriate academic dean for plagiarism / academic dishonesty.

**Email Policy:** All official email from me will go to your email accounts in D2L. I also expect emails regarding this course to be professional. What I mean by that is the following: in the subject line type in the specific concern of the email, provide a formal salutation (“Dr. Hoagland,” not “Mrs. Hoagland” – I’m not married to my dad), and a message that involves complete sentences and appropriate grammar. I don’t answer emails that are casual or familiar, so referring to me as “hey” or “dude,” using “text-speak” and spelling, and avoiding proper punctuation guarantees that I will not answer your email, no matter how urgent the matter discussed in the email might be.

**Cell Phone Policy:** I expect all electronic devices to be TURNED OFF AND PUT AWAY before class starts. If you cannot be parted from your cell phone for the time that you are in class, THEN DON’T COME TO CLASS. From time to time, I will allow class to have their cell phones out to conduct informal research for class work, and I will allow individuals to have their cell phones handy should there be a valid reason for doing so, but other than that, THERE IS NO REASON TO HAVE YOUR CELL PHONES OUT DURING CLASS. If you have your cell phone out during class without permission, I will deduct TEN POINTS from your participation grade for each infraction.

**Additional Policies (aka other stuff you need to know):**

1. If you fall asleep in class, you will be marked absent for the day. So have some coffee or other caffeinated beverage with you if need be.
2. Don’t interrupt when someone has the floor – it’s disruptive and disrespectful. Furthermore, don’t use this class as a place to do work for another class or to visit with your neighbors/friends; again, this is disrespectful behavior.
3. You can bring snacks to class, just don’t get too elaborate. If your food involves utensils or rotisseries, it’s probably not a good idea to bring it to class.
4. If you have any questions or concerns with the class, don’t suffer in silence: come see me during my office hours or set up an appointment. In general, it is a good
idea to keep lines of communication open: I am far more likely to be flexible if you talk to me.

**COURSE SCHEDULE**

*The schedule below is subject to change, based on class need or instructor prerogative. Should changes to the schedule be required, those changes will be announced either in class, over D2L as a news item, or both. All readings should be completed on the day they are scheduled for class discussion. All due dates are indicated in bold.*

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**Week One: January 15th – January 17th**

**Monday:** NO CLASS – MARTIN LUTHER KING, JR. HOLIDAY

**Wednesday:** Introduction to class

**Week Two: January 22nd – January 24th**

**Monday:** Discuss the M.E.A.L. Plan as Paragraph Summarizing Device and the Six Rules for Identifying Strong Internet Sources

**Wednesday:** Discuss Strategies and Techniques for Analytical Comparison and Contrast

**Week Three: January 29th – January 31st**

**Monday:** Discuss the Paying College Athletes Casebook and Debate; discuss The Collaborative Case Study

**Wednesday:** Lecture: The Op-Ed; in-class selection of op-eds for case studies and organization of case study roles

**Week Four: February 5th – February 7th**

**Monday:** Op-Ed Summary Rough Drafts Due; in-class research on historical / background case study sources; outline group position paragraph

**Wednesday:** In-class work on historical and comparative paragraph outlines

**Week Five: February 12th – February 14th**

**Monday:** History, Comparative, and Group Position Rough Drafts Due; Lecture: Recognizing and Fixing Weak Thesis Statements

**Wednesday:** Organizing Case Study Full Draft; Lecture: MLA Formatting and Citing

**Week Six: February 19th – February 21st**

**Monday:** Collaborative Case Study Workshop; Group Self-Assessment
Wednesday: **Collaborative Case Study Final Draft Due;** Introduce Research Project: Selecting a Topic and Constructing an Annotated Bibliography; discuss sample annotated bibliography

**Week Seven: February 26th – February 28th**

**Monday: Annotated Bibliography One Source Assessments Due;** Lecture and Discussion: Strategies for Rhetorically Analyzing Arguments

**Wednesday: Discuss “Last Rites for Indian Dead”**

**Week Eight: March 5th – March 7th**

**Monday: Annotated Bibliography One Rough Draft Due;** Discuss sample rhetorical analyses “There’s No Reason to Care” and “No More Grave Desecration” essays in *Lumberjacks Write* (pgs. 80-85)

**Wednesday: Discuss “Where Have the Good Men Gone” and “A Plea for Close Learning:” identify possible rhetorical analysis strategies**

**Week Nine: March 12th – March 14th**

**NO CLASS – SPRING BREAK**

**Week Ten: March 19th – March 21st**

**Monday: Annotated Bibliography One Final Draft Due;** Lecture: Constructing a Rhetorical Analysis

**Wednesday: Rhetorical Analysis Rough Draft Due;** in-class self-assessment of rhetorical analysis rough draft

**Week Eleven: March 26th – March 28th**

**Monday: Rhetorical Analysis Final Draft Due;** in-class research for Annotated Bibliography Two

**Wednesday: Annotated Bibliography Two Source Assessments Due;** Introduce the Review of Literature: discuss sample review of literature and guidelines for the review of literature

**Week Twelve: April 2nd – April 4th**

**Monday: Discuss “The Dangers of Digital Distractedness” and “The Internet: A Welcome Distraction”**

**Wednesday: Annotated Bibliography Two Rough Draft Due;** Discuss “Is Google Making Us Stupid” and “Addicted to Distraction”

**Week Thirteen: April 9th – April 11th**

**Monday: Mock Review of Literature: Is the Internet Bad For Us?”**
Wednesday: Annotated Bibliography Two Final Draft Due; Complete Mock Review of Literature; discuss review of literature rubrics

Week Fourteen: April 17th – April 19th

Monday: In-class: Identifying Significant Points of Commonality and Difference for Individual Reviews of Literature
Wednesday: Guided Workshop: Constructing an Introduction for a Review of Literature

Week Fifteen: April 23rd – April 25th

Monday: Guided Workshop: Constructing a Comparative Analysis Paragraph and a Concluding Critique for a Review of Literature
Wednesday: Guided Workshop: Constructing a Position Statement for a Review of Literature

Week Sixteen: April 30th – May 2nd

Monday: Instructor Conferences: Group A
Wednesday: Instructor Conferences: Group B

Week Seventeen: FINALS WEEK

Monday, May 7th: Review of Literature Due by 4 p.m today