ENG 132.036: Research and Argument  
Spring 2018

Instructor: Professor Shaina Hawkins  
Office: Ferguson 283  
Meeting place: Ferguson 181  
Office Hours: 9:15-10:30 TR  
Meeting time: TR 8:00-9:15  
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PREREQUISITES:  
A grade of C or higher in English 131.

REQUIRED TEXTS:
- *Lumberjacks Write*—you should have a copy of this from your 131 course  
- *Style: Lessons in Clarity and Grace* (ISBN – 9780134080413) [Recommended]  
- *Stardust* by Neil Gaiman  
- *A Spiral Notebook*  
- Supplemental handouts will be provided by the professor.

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:
- 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:

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

GRADUES AND EVALUATION

Writing is a Series of Micro-Failures

ASSIGNMENTS:
Each assignment is due at the beginning of the class. All major essays must be submitted online to D2L (Dropbox). If you fail to submit the online copy, 10 points will be deducted each day it is late (meaning each day the university meets for classes). There will be a separate Dropbox for each major essay assignment on D2L. If you do not know how to submit an assignment online, please ask me or a peer. Not knowing how to submit to Dropbox WILL NOT serve as an acceptable excuse for not turning these assignments.

If your essay does not reach the word count, it will NOT be graded and you will receive a zero for this assignment.

LITERARY ANALYSIS:
Students will write a literary analysis. This type of assignment encourages students to think about how and why a poem, short story, novel, or play was written. To successfully analyze literature, students will need to remember that authors make specific choices for particular reasons. This essay should range from 1,650 to 2,000 words in length. More information and details will be provided closer to the due date.

COMPARATIVE RHETORICAL ANALYSIS:
This essay will cover two books written by a specific author of the students’ choosing. This essay will compare and contrast why the author’s writing differs or remains the same from novel to novel. This essay will range from 1,400 to 1,800 words in length. More information and details will be provided closer to the due date.

PRESENTATION:
The student will discuss the author they have chosen. The background, history and writings of the author. They will create a classroom discussion over the books and author they have chosen. The presentation will be 8-12 minutes. More information and details will be provided closer to the due date.
ANNOTATED BIBLIOGRAPHY:
Employing research techniques learned in class, the student will find 8-10 sources for their proposed research topic/author and summarize its content and how the topic of the source will aid in their own argument for the Research/Argument Paper. More information and details will be provided closer to the due date.

RESEARCH PAPER:
The final paper for the class will be a Researched Paper that will be 2,300 to 3,100 words pages in length in which the student will develop a well-researched and sound argument concerning the topic approved by the instructor in the Annotated Bibliography. This paper will require 6 to 8 sources. This paper will display the research and analytic skills the student has developed over the course this class and ENG 131. More information and details will be provided closer to the due date.

QUIZZES:
Students will have quizzes over readings and class discussions. Quizzes are not listed on the course schedule, so always come to class prepared. At the end of the semester the lowest quiz grade will be dropped.

PEER REVIEW:
Peer Review is a very important component of this class. There will be TWO peer review days that are MANDATORY. Peer comments and suggestions will be due with the final draft of each assignment. 10 points deducted from the final assignment if the student fails to participate in peer review, fails to turn in peer review comments, or fails to utilize peer comments in the final paper.

DAILY JOURNALS:
At the beginning of each class a question or topic will be written on the board. You will be required to take the first 5 to 10 minutes of class to write down your response in your journal. I will take these journals up at various times during the semester for a grade. All journal entries must be submitted in a spiral notebook. Loose leaf papers WILL NOT be accepted.

PARTICIPATION:
To receive credit, students must be present and willing to participate in classroom discussions. If the student does not participate and did not complete the homework or assignment being discussed, they will NOT receive participation points for that class period. Trust me, I can tell!

FINAL EXAM:
More information and details will be provided closer to the due date.

EXTRA CREDIT:
There will be TWO opportunities for extra credit throughout the semester. One completed extra credit assignment will substitute a 100% in the place of a low daily grade. These extra credit assignments must be turned in to me on time to receive full credit. All extra credit opportunities will be announced when the time/activity approaches.
**GRADING:**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>50</td>
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<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Daily Work/In-Class Writings</td>
<td>100</td>
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<td>Literary Analysis</td>
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<td>Comparative Rhetorical Analysis</td>
<td>100</td>
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<td>Presentation</td>
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<td>Annotated Bibliography</td>
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<td>Research Essay</td>
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<td>Final Exam</td>
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Total: 1000 points

***All assignments should adhere to MLA GUIDELINES:*** one inch margins all around, appropriate headers, double-spaced, written in Times New Roman 12-point font, with Works Cited (when appropriate) attached to the back of the paper. Each assignment must also meet the minimum page and source requirement. Failing to meet these guidelines will result in a **SIGNIFICANT** negative impact on the assignment’s grade. If your spacing is NOT double-spaced and/or your font is not Times New Roman 12pt, I will reformat your paper to have the correct spacing and/or font. If the reformatted paper does not meet the minimum page count requirement, points will be deducted for length. I cannot stress enough that this will significantly impact the essay assignment’s grade.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). Here is a general description of what is meant by each letter grade:

**A** - Student meets and exceeds the expectations for the assignment. Their writing demonstrates an understanding of all the key concepts needed to effectively complete the piece of writing. The paper has few, if any, grammatical and syntactical errors.

**B** - The student meets the expectations for the assignment. Their writing demonstrates an understanding of most of the key concepts needed to effectively complete the piece of writing. The student has a few (2-3 repeated) grammatical errors and other problems.

**C** - The student meets the expectations for the assignment. Their writing demonstrates an average understanding of most of the key concepts; however, there may be one or two that they have a problem with. The paper has several (4-8 repeated) grammatical errors.

**D** - The student does not meet at least one expectation for the assignment. Their writing demonstrates little understanding of key concepts, and they may ignore parts of the assignment entirely. The paper has quite a few (8-15 repeated) grammatical errors.

**F** - The student does not meet most of the expectations for the assignment. Their writing demonstrates no understanding of key concepts taught in class. They are missing pages or have plagiarized. Their writing is almost incomprehensible because of many (15+ repeated) grammatical errors.
I am happy to discuss the evaluation of your work at least 48 hours after I have returned it to you. I will not discuss it until then. Please do not ask me to discuss your grade immediately after I hand the assignment back. If you have any questions, please come by during my office hours.

NOTE: If your grade is borderline, class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

***Please be aware that ONLY students who master the coursework earn an A. I will not give them:

a) For hard work (everyone should work hard);

b) So that you won’t be put on probation or lose your scholarship (that is your responsibility, not mine);

c) Because I “like” you (I’m not in a position to like you personally); or

d) Simply because you ask. I only change grades in the event of a mathematical miscalculation.

DO NOT EMAIL ME AT THE END OF THE SEMESTER ASKING FOR A HIGHER GRADE; I WILL NOT RESPOND. Furthermore, you should be keeping track of your own grade. Do not email me at the end of the semester asking why you received the grade you did in the course UNLESS you believe it is mathematically wrong.

ATTENDANCE

ADULTS MAKE ARRANGEMENTS. ATTENDANCE IS MANDATORY. Successful students attend regularly, arrive on time, and stay for the duration of class. Please schedule all other appointments before or after class. Entering the classroom late is disrupting; two tardies will be considered one absence. Sleeping in class is unacceptable; you will be counted absent if you sleep in class.

- I will allow 3 excused and/or unexcused absences.
- Your FINAL grade will drop by 10 points per absence starting with the 4th.
- Students with more than 6 absences (excused or unexcused) who fail to drop the course will receive an F for the semester.
- The absences that count as excused will be documented family emergencies, university sanctioned events, and extreme medical issues (hospitalization).
- All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from coach on SFA letterhead, etc.). DO NOT have your coach, roommate, significant other, parent/guardian, etc. email me an excuse for your absence unless you are physically unable to contact me.
- 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’ve missed and arrange with me to make it up.
- In class assignments and activities cannot be made up unless you have a documented, excused absence.
• An excused absence does not excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next.
• In case of an excused absence, homework must be turned in the first day you return to class.
• I will not notify you once you have reached an alarming amount of absences or tardies. It is your responsibility to keep track of when you are late or when you miss class.

I understand that you all have a life outside of school and sometimes you cannot attend class. Therefore, if/when you miss class, it is your responsibility to get the notes from your fellow classmates. Please **DO NOT** come by my office asking me to deliver a personal lecture, and please **DO NOT** email me asking what you missed or if you missed anything important; all of the material we will go over is important. I will provide you with a course schedule that tells you which notes you need to get from a classmate. I strongly recommend that you get contact information from at least two of your classmates.

**THE CLOCK DOES NOT DISMISS YOU. PLEASE WAIT FOR ME TO DISMISS YOU BEFORE YOU BEGIN PACKING UP. IT IS NOT ONLY RUDE IT IS DISTURBING TO ME AND YOUR CLASSMATES.**

LATE ASSIGNMENTS:
I **DO NOT** accept late assignments. Major grades missed due to legitimate circumstances beyond a student’s control may be made up if arrangements are **MADE IN ADVANCE AND NOT AFTER THE FACT.** The university excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. Students are responsible for providing satisfactory documentation in such situations. Extensions for major papers will be left to my discretion, but students must see me 3 days prior to the assignment due date and present me with a valid reason for me to consider an extension.

INDIVIDUAL POLICIES:
• **I do not mind cellphones (and other sources of technology) in the classroom, unless they become a disturbance.** *(Do not take pictures, be on snapchat, or be on YouTube, etc. during class)*. Students should not be on their phones while I am teaching (or if another student is giving a presentation). 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 (if a relative is in the hospital or anything of that nature) and need to leave your phone on your desk, please let me know before class begins. **If cellphones become a problem in the classroom, they will no longer be allowed (unless specified by the teacher).**
• Unless you have my permission, do not bring any guests, children, or significant others to class. This is a safety issue.
• **I do not mind if you bring drinks or snacks to class, BUT please do not bring pungent or loud food.** This is very disruptive and I will ask you to leave.
• It is disrespectful to talk when I or your fellow classmates are speaking. Please raise your hand if you have something to say; **DO NOT** talk over someone.
• Pay attention! If you are sleeping, daydreaming, doing homework for another class, or simply not paying attention or participating, I will not ask you to leave, but you will be counted absent for the day. You are not wasting my time; you are wasting your own time.

• If you wish to contact me, send me an email. You MUST put ENG 132 and your section number in the subject line. I do not accept assignments via email unless I specifically give you permission to do so. Please construct your emails professionally. I will not respond to emails that are written in “text message” format.

• I will not respond to emails sent to me through D2L.

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.

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.

PLAGIARISM: Don’t. Just don’t. You will almost certainly get caught. Any assignment which is found where the student cheated/plagiarized on, will result in a grade for that assignment as a zero. The student will not be allowed to resubmit that assignment. If the student is found to cheat/plagiarize on a second assignment then the student will receive a final grade of F for the class, they will be reported to the dean of their school, and the student is subject to dismissal of the program and/or dismissal of the college. DO NOT PLAGARIZE!

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.

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.

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 and weekly appointments are offered as well. You can also make an appt. by calling 468-4108 or visit sfasu.edu/aarc and sign up ASAP.

Drop in Tutoring Hours are: Monday – Thursday (3:00-7:00)
COURSE SCHEDULE

*** This schedule is tentative. I reserve the right to change its contents and will post changes to D2L. ***

Week One
Jan. 16 T  IN CLASS: Introduction to the course. Go over Syllabus.
Jan. 18 R  IN CLASS: SFA/Syllabus Scavenger Hunt & Sign up for an author!
HOMEWORK: Finish Scavenger Hunt!

Week Two
Jan. 23 T  MEET IN THE LIBRARY
HOMEWORK: Read Chapters 1-2 of Stardust

Jan. 25 R  QUIZ: Stardust (Ch. 1-2)
IN CLASS: Review Stardust
HOMEWORK: Read Chapters 3-4 of Stardust

Week Three
Jan. 30 T  QUIZ: Stardust (Ch. 3-4)
IN CLASS: Review Stardust
HOMEWORK: Read Chapters 5-6 of Stardust

Feb. 1 R  QUIZ: Stardust (Ch. 5-6)
IN CLASS: Review Stardust / Introduce Literary Essay
HOMEWORK: Read Chapters 7-8 of Stardust

Week Four
Feb. 6 T  QUIZ: Stardust (Ch. 7-8)
IN CLASS: Review Stardust
HOMEWORK: Read Chapters 9-Epilogue of Stardust

Feb. 8 R  QUIZ: Stardust (Ch. 9-Epilogue)
IN CLASS: Review Stardust/ Talk about Literary Essay
HOMEWORK: Complete Rough Draft of Essay & Take it to the AARC
**Week Five**

Feb. 13  T  **IN CLASS:** Watch Stardust (movie)  
**HOMEWORK:** Turn in Essay to Dropbox by Midnight.

Feb. 15  R  **IN CLASS:** Finish Stardust (movie)  
Introduce Comparative Rhetorical Analysis Essay  
**HOMEWORK:** Begin thinking about the novels you want to compare.  
Read D2L Handout “Comparison and Contrast”

**Week Six**

Feb. 20  T  **IN CLASS:** Discuss “Comparison and Contrast” / Go over MLA.  
Discuss Presentations over author/novels.

Feb. 22  R  **RESEARCH DAY** (In Library)

**Week Seven**

Feb. 27  T  **RESEARCH DAY** (In Library)

Mar. 1  R  **PEER REVIEW DAY**

**Week Eight**

Mar. 6  T  **IN CLASS:** PRESENTATIONS

Mar. 8  R  **IN CLASS:** PRESENTATIONS  
**HOMEWORK:** Turn in Essay to Dropbox by Midnight.

**Week Nine**

Mar. 13  T  **SPRING BREAK**

Mar. 15  R  **SPRING BREAK**

**Week Ten**

Mar. 20  T  **IN CLASS:** Discuss Annotated Bibliographies.  
**HOMEWORK:** Find a published Annotated Bibliography in the library.  
(Bring it to class to show as an example)  
Read D2L Handout “Documenting your Source Material”
Mar. 22  R   **IN CLASS:** Look through Annotated Bibliographies / Review Handout. Work in groups to come up with questions to ask in your bibliography.

**Week Eleven**

Mar. 27  T   **CLASS CONFERENCES**

Mar. 29  R   **EASTER BREAK**

**Week Twelve**

Apr. 3  T   **CLASS CONFERENCES**  
**HOMEWORK:** Begin Rough Draft (Bring to Class on Thursday)

Apr. 5  R   **RESEARCH DAY** (In Library)  
**HOMEWORK:** Finish Final Draft

**Week Thirteen**

Apr. 10  T   **IN CLASS:** Turn in Final Draft to Dropbox by Midnight. Converting your Annotated Bibliography into an Essay.  
**HOMEWORK:** Choose a topic for your research paper

Apr. 12  R   **IN CLASS:** Discuss Logical Fallacies / Sign up for a Fallacy  
**HOMEWORK:** Find and bring an example of a fallacy to class.

**Week Fourteen**

Apr. 17  T   **IN CLASS:** Go over Homework. Group Research for Fallacies.

Apr. 19  R   **QUIZ:** Logical Fallacies  
**IN CLASS:** Write an example of *three* Logical Fallacies.

**Week Fifteen**

Apr. 24  T   **RESEARCH DAY** (In Library)

Apr. 26  R   **RESEARCH DAY** (In Library)  
**HOMEWORK:** Complete Rough Draft of Essay
Week Sixteen

May 1   T   PEER REVIEW

May 3   R   Discuss FINAL

Week Seventeen (Finals Week)

May 8   T   FINAL (8:00-10:00 AM)
PEER CONTACT INFO:

1) Name: __________________ Number: ______________ Email: __________________
2) Name: __________________ Number: ______________ Email: __________________