SPRING 2018 COURSE DESCRIPTION

ENGLISH 132.049

What is an “arguable assertion?” Why is it important to define and refine specific research questions before and during the research and writing processes? Why are research and writing processes called “recursive?” What is the difference between editing and revising? How do we find topics appropriate to argumentative, academic writing?

These questions and more will be the focus of this second semester portion of SFA’s core first-year writing program.

We will practice strategies that lead to improvements in composing written, oral, and visual arguments.

English 132 involves 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.
Student Learning Outcomes for English 132

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).

General Education Core Curriculum

It is 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, 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.

This is a general education core curriculum course and no specific program learning outcomes for the English Major are addressed in the course.
Your grade depends entirely on you—on your effort and participation. Your grade will not derive from my judgment about the quality of your writing! See the Learning Contract to learn how to make a guaranteed B in this course. Grades higher than B, however, are based on my judgment of writing quality. To earn an A, you must exceed the course requirements and produce texts of exceptionally high quality.

Learning Contract / Course Requirements

You are guaranteed a grade of B in this class if you:

1. Attend class regularly—do not miss more than two classes
2. Meet due dates and specifications for all major assignments
3. Participate: read assigned texts; be prepared to join group and class discussions
4. Complete daily informal, low-stakes research and writing assignments and activities
5. Give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, on-line discussions, responding to peer questions)
6. Sustain effort and investment on each draft of texts
7. Make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing
8. Copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English
9. Make an appointment with your instructor for an individual writing conference at least once during the mid-portion of the semester to discuss your writing (Not making or missing this appointment counts as an absence for the course.)
10. Attend and submit work as assigned for the final exam

Missing the Mark

No student should set out to make a grade lower than B. Missing class, arriving late, missing deadlines and specifics of assignments—these are the quickest routes to low or failing grades. This is non-negotiable: You are not eligible for even a passing grade of C if you do not attend at least 11 of the 14 weeks of classes, complete all major assignments, and complete at least 75% of assigned daily work; (D = all major and at least 60% of daily work and F falls below this).

More than six unexcused absences will automatically result in failure of the course. Stay in touch with me regarding the likelihood of passing the course if you miss the mark.

Attendance

Take Personal Responsibility: If you plan to miss class, inform me (in writing) beforehand. Exceptional circumstances and emergencies sometimes exist. Contact me as immediately as possible after an absence to inform me of your safety / situation. Valid excuses for missing more than two classes are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Provide written documentation and I will make a decision regarding "excused" absences based on University guidelines. Regardless, you are still responsible for all assignments and activities. Unexcused tardies may add up to become absences (3 tardy = 1 absence). Any student who is unprepared for in-class activities, does not participate, and/or ignores guidelines may be counted absent for that day.
MISCELLANEOUS

Academic Integrity

Adhering to academic integrity standards at all times by producing your own work and successfully attributing others' ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

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

Please read the complete policies at: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf

Withheld Grades (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.

Accessibility and Accommodation

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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservice.

The Academic Assistance and Resource Center (AARC)

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

- **Introduction to Rhetoric**
- **You & Your Arguments**
- **Research to Join the Conversation**
- **Rhetorical Responses**
- **Research, Argument, and Becoming Rhetorical**
- **Reflection**
- **Visual, Oral, & Written Responses**

**Course Work**

**Daily Work (600 points possible)**
- Attend class as scheduled (100 points possible)
- Attend one individual writing conference with instructor outside class times (100 points possible)
- Read assigned texts and D2L
- Be prepared to discuss assigned readings in class
- Listen and participate with class lectures and activities (100 points possible)
- Research and write
- Read and review peers’ texts at a scheduled peer review conference (100 points possible)
- Maintain an e-portfolio with at least 18 pages of final-draft quality work in multiple compositions (100 points possible)
- Complete other low-stakes tasks as assigned to learn about tasks and strategies of research and writing processes (100 points possible)

**Major Assignments (1000 points possible)**
- Compose a rhetorical analysis of self-presentation (photo essay) (100 points possible)
- Compose a rhetorical analysis comparing / contrasting two similar product statements or two similar messages in different media (100 points possible)
- Write a summary and analysis of a news story or blog post (100 points possible)
- Research and document event-based problems for two weeks: Provide two citations with annotations each day for five days = 10 citations with paragraph summaries / annotations (150 points possible)
- Write a problem analysis statement essay (100 points possible)
- Complete a research project: “Critical Conversations” – Research and write rough and final drafts of an 8-page essay about one of the “critical conversations” topics we discuss in class, compose an informative fact sheet for your peers, make an oral presentation with audio/visual aids, and assist peers in reviewing and revising their essays (300 points possible)
- Bonus credit opportunity for students who want that “A” or have “missed the mark” and want to demonstrate re-commitment to the course (up to 50 points possible)
- Attend and submit work as assigned for the final exam (100 points possible)
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<th>Week</th>
<th>Topic</th>
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| 1    | W - Jan 17 - Digital text access and syllabus  
F - Jan 19 - Intro |
| 2    | M - Jan 22 - Discuss "What it Means to Become Rhetorical"  
W - Jan 24 - Discuss "The Basic Rhetorical Situation"  
F - Jan 26 - Discuss photo essay and freewrite |
| 3    | M - Jan 29 - Photo essay due  
W - Jan 31 - Discuss "The Expanded Rhetorical Situation"  
F - Feb 2 - Discuss compare / contrast essay and freewrite |
| 4    | M - Feb 5 - Compare / contrast essay due  
W - Feb 7 - Discuss "The Invitation to Rhetoric: Formulating Rhetorical Problems"  
F - Feb 9 - Discuss summary and analysis of news story or blog post and freewrite |
| 5    | M - Feb 12 - Summary and analysis due  
W - Feb 14 - Discuss 7a / b "Responding to Rhetorical Problems with Arguments"  
F - Feb 16 - Discuss 7c and assign event-based problems documentation |
| 6    | M - Feb 19 - Discuss 12a "Research - The Recursive Steps"  
W - Feb 21 - Discuss 12b "Incorporating Sources"  
F - Feb 23 - 10 citations and annotation paragraphs due; assign essay |
| 7    | M - Feb 26 - Discuss 13a "Embracing the Messiness of the Writing Process"  
W - Feb 28 - Discuss 13b "Writing in Academic Genres"  
F - Mar 2 - Discuss 13C "Writing for Civic Participation" |
| 8    | M - Mar 5 - Discuss Ch. 11 "Proposing"  
W - Mar 7 - Discuss essay due Friday  
F - Mar 9 - Problem Analysis Statement essay due |
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<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>9</td>
<td>Off Spring Break Mar 10 - 18</td>
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<td>11</td>
<td>M - Mar 26 - Assign first draft essay; Discuss Annotated Bibliography</td>
<td>W - Mar 28 - Annotated Bibliography Due</td>
<td>F - Mar 30 - Off Easter Break</td>
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<td>12</td>
<td>M - Apr 2 - Assign Presentations and Fact Sheets; Discuss logical fallacies</td>
<td>W - Apr 4 - Discuss logical fallacies</td>
<td>F - Apr 6 - Rough Draft Research Project Essay Due; Discuss logical fallacies</td>
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<td>13</td>
<td>M - Apr 9 - Informational fact sheets due; Oral Presentations with visual aids</td>
<td>W - Apr 11 - Oral Presentations</td>
<td>F - Apr 13 - Oral Presentations</td>
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<td>M - Apr 16 - Oral Presentations with visual aids</td>
<td>W - Apr 18 - Peer Review Conferences</td>
<td>F - Apr 20 - Peer Review Conferences</td>
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<td>15</td>
<td>M - Apr 23 - Peer Review Conferences</td>
<td>W - Apr 25 - Peer Review Conferences</td>
<td>F - Apr 27 - Peer Review Conferences</td>
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<td>Apr 30</td>
<td>Final draft revised essay due in e-portfolios</td>
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<td>May 2</td>
<td>Assign and discuss final essay &quot;Reflections on Research and Argument&quot;</td>
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<td>Discuss final essay &quot;Reflections of Research and Argument&quot;</td>
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<td>May 11</td>
<td>Final Exam 8-10 am</td>
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