Instructor: Dr. Sue B. Whatley

Office: LAN 259 Ph.:468-2031; e-mail swhatley@sfasu.edu

Office Hours Spring 2018
   Monday: 12:00-2:00 p.m.-- ONLINE ONLY
   Tuesday: 10:00a.m.-11:00 a.m. ONLINE ONLY
   Wednesday: 9:00a.m.-11:00a.m. ONLINE ONLY
   
   Face to face office appointments may be requested, with 24 hour notice.

This semester, I will hold 4 sessions in the library from 8-5, so that you may all drop by and work face to face with me. Those tentative dates are as follows, but official announcements will come at the beginning of the second week of class.

Monday, Jan. 22
Friday, Feb. 16
Tuesday, Mar. 20
Wed., Apr. 25th

Class Schedule: ENG 132.501 ONLINE COURSE
                 ENG 132.502 ONLINE COURSE
                 ENG 200 502 ONLINE COURSE

English 132 LIVE CHATS: Tuesdays 10:00 a.m.—11:00 a.m.
(If you cannot make the live chat, it can be made up in the discussion board. If you are able to attend, however, you will find the sessions are a great opportunity to connect with the professor and your classmates.)

Texts:
[The electronic copy of this text is already on the course content page; if you want a print copy, please e-mail me and make plans to come by and pick it up, since your course fees cover the cost of this book.]
**Description:**
ENG 132 – Research and Argument: “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.” *SFASU College Bulletin, 2012-2013.*

**Additional Description:** English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first part of English 132 considers the components of critical reading and argumentation; students focus on analyzing and interpreting a set of essays and how they relate to one another. These skills then are applied to researching and documentation, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course requires longer, researched argumentative essays meant to demonstrate the skills students have learned in both English 131 and 132.

English 132 covers all aspects of writing concerning critical analysis, argumentation, and research/reports. The 132 student will gather, read, summarize, and synthesize--in general utilize--information from various sources about given contemporary topics; students will then incorporate this information into literate, rhetorically-controlled responses (essays and research papers) which indicate their awareness of varying audiences and methods of argumentation. As opposed to English 131, English 132 begins to focus on more college-oriented skills. English 132 is more rigorous and demanding. As such, I have designed this course to stretch students’ reading comprehension, information literacy, composition, and critical thinking skills. This section of English 132 is designed for students to develop arguments in their chosen career fields. Essays 2, 3, 4 will be developed as approved argumentative topics that tie to each individual’s major area of study.

Remember, if you took English 131 and made lower than a C, you should not be enrolled in English 132. You must re-enroll and pass English 131 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

**General Education Core Curriculum**
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.

******Though we will not be collecting materials for core assessment this semester, the goals remain the same. The following is an explanation of the state of Texas’ core curriculum objectives and the assessment process when collection is designated:

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 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</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>
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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>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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**English Program Learning Outcomes:**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes for ENG 132:**
ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:
1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.
2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including persuasive, analytical, and argumentative methodologies. Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

ONLINE FEATURES:

Discussions—I will post topics for discussion; you will respond to the topics and to each other. I will read your posts, and sometimes I will respond individually. Other times, I will bring up issues in the chats in order to clarify or enhance the discussion topic.

Chats—we will have one scheduled chat per week (approximately one hour long)—on Tuesdays at 10:00 A.M.—11:00 A.M. If you cannot make the chat, you will need to read the chat log which will be posted in the discussion board; you will then respond in the form of a paragraph, in the same manner you do to the other discussions. Hopefully, most of you will be able to make the chat at the scheduled time, but if not, you will be able to go to the discussion board the following day, and find the chat log posted. From there, you will post your response to the discussions that took place in the chat.

E-mail—Please e-mail me in the course; I will read the e-mail at least once each weekday, and once on the weekend (probably Sunday nights). Please log on to the course each day and check for e-mails and responses. If I have not responded in 3 days, you should e-mail me at my sfa e-mail: swhatley@sfasu.edu

Office Hours—I will have five scheduled office hours each week, but this semester, they will all be online. During the virtual hours, you will be able to contact me by logging onto the course and using the “Page” feature in the e-mail tool (or possibly Collaborate) feature on the tool bar. You will invite me to
chat, and I will respond; this way we will be able to chat privately about any of your concerns. Since this feature allows communication with only one student at a time, you will need to be patient as you wait for me to finish with other students. You may also request a face-to-face meeting in my office (LAN 259) at times mutually convenient, but that request must come at least twenty-four hours before the desired conference time. As the semester continues, I may find it helpful to have you come in for face-to-face meetings in my office, and we can discuss those times through e-mail, a phone call, or the page/chat feature to set up a scheduled office visit.

This semester, I am also adding 4 all-day sessions, where I will be available in a room/lab in the library. These sessions are not required, but you may want to plan to carve out some time during these days, in order to come in, ask questions, get additional help on papers, etc. I know some of you don’t live near campus, and won’t be able to come, but I am hoping these sessions will provide help, especially for those who are new to online learning.

Learning Modules

This course was originally designed around 7 learning units. I have broken that material into modules for each of the semester, so you will be able to open each week’s module for content and to see what is due that week. Each of the four papers covers several weeks, and I will open at one time all modules associated with that paper. Please read these modules carefully, following any outside links and material and noting the assignments and when they are due. Due dates for dropbox assignments and quizzes will appear in the course calendar. The discussions have clear beginning and ending dates, and I have reinforced the reading requirements and major assignments’ due dates in the course timeline. You should always be able to find the due dates, especially if you note them when you open up each week’s module. Each module is also tied to the assigned reading in the Writing Arguments textbook. Not reading the modules or chapters thoroughly is a sure way to hurt your chances of learning about argumentation principles and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assignment tabs or the assessment tabs to find out what you need to turn in. Just follow the modules from beginning to end.

I will not open the modules associated with the next paper more than two or three days in advance, however, because I don’t want you to jump ahead. Every student needs the feedback from the final assignments in each module before completing final work in the next module. I have at least seventy-five students for whom I will need to respond and each essay takes thirty minutes to an hour to grade—so I will need at least a week after final papers are due to post grades and comments. You will be able to read and get started with the next module during that time period.

The OWL and the AARC: Tutoring and writing assistance are available to you through the university free of charge. The AARC (Academic Assistance Resource Center) is open 4 afternoons a week, and you can make a weekly standing appointment with a tutor, or you can walk in for help with research and writing. The OWL is a special service which allows you to submit your papers and receive feedback with 48 hours. Both of the services are invaluable for you as you learn to write, so please plan to use them. You will be required to go to the AARC or use the OWL if you rewrite a paper.

Feedback on Drafts and Final papers: Grading papers is very time consuming! I will be on a tight schedule from the time you submit a paper, whether that is a draft or a final copy. As quickly as I can give feedback, I will, but in the case of your drafts, you will be doing/receiving a peer review, and you also have the opportunity to submit your paper to the tutors at the AARC. You can submit them electronically through the OWL, or face to face if you prefer. Because you submit your draft and final
copy within four or five days of each other, the feedback you receive from me and from your peer may not make it to you until one or two days before the final draft is due. This is normal for getting draft feedback, so clearing the time before your final draft will help you be able to use the feedback effectively as you are finalizing your work.

**Attendance:** As this course meets online in the D2L system, attendance will be constituted by participation in the activities of the course. Those activities include chats, discussion boards, e-mail, quizzes, essays, and other written assignments. For each required assignment which is not submitted, students will be counted absent. After five un-submitted assignments, the student may be considered failing, regardless of grade average. This semester, we will do a first day, fifth day, and twelfth day roll call in the discussion board under the section “Attendance.” If students do not post on these attendance discussions, they will be counted absent.

**Grading:** Total points possible for the semester will be approximately 2100 pts. Student grades will be based on five essays, one final exam, and multiple daily grades.

THE DIAGNOSTIC ESSAY—a preliminary essay done the first week of class, daily grade
THE SUMMARY ANALYSIS—3-4 pp. minimum, analyzing 2 given articles, 200 points.
THE ANNOTATED BIBLIOGRAPHY—5 annotated sources, 4 pp. minimum, 400 points.
THE CLASSICAL ARGUMENT/SYNTHESIS ANALYSIS—Researched argument with 3-5 sources, 4-5 pp. minimum, 400 points.
THE EXTENDED RESEARCH ARGUMENT—8-10 pps. Minimum, 10 sources minimum, 400 pts. This assignment is our capstone assignment* and must be submitted in the LIVETEXT system as well as the dropbox.
THE FINAL EXAM—cumulative, multiple choice exam given online during exam week which will count 200 points.

DAILY GRADES---The final 500 points (approximately) will come from daily participation—drafts of essays, peer review, daily assignments, chats, discussion boards, conferences, and quizzes; there will be numerous daily grades, and these will comprise about 25% of your total grade. It is very important that you do these assignments and turn them in on time, as they are building blocks to successfully accomplishing the major writing assignments associated with the modules.

*COURSE CAPSTONE ESSAY: In compliance with the TEXAS HIGHER EDUCATIONAL COORDINATING BOARD, students in designated core curriculum courses will write a course capstone essay in which they will be asked to develop a professional document that exhibits an understanding of core objectives as determined by the core assessment schedule; students will be assessed based on their use of critical thinking skills; grammar, vocabulary, written style, and effectiveness; teamwork; or, the effect of personal choices.

On designated semesters, the ungraded essay will have to be submitted in the LIVE TEXT system; you will be receiving (through e-mail) information about how to set up your account and the link will be provided in the course content tab of the D2L course.

More information on written assignments will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax), a grading process referred to as holistic grading. Every essay assignment is accompanied by a rubric, so you will know exactly what goes into consideration for your grade.
Spring 2018 is not a designated semester for collection of these samples, but I included this information so that you’ll understand the courses are in compliance with state regulations.

**Rough Drafts and Peer-Reviews**—These two stages of the writing process are steps in each major essay assignment. The grades assigned them are not major grades, but the activities are essential if you expect to do well on the final drafts of the essays. The peer review addresses one of the four new core curriculum objectives, and it is necessary that you post your draft and review one of your classmates drafts in the discussion board [titled “Rough Draft/Peer Review Summary Analysis” (or Synthesis Analysis, or Claim Form Match)] which is associated with that paper. You will receive separate feedback from me on your rough drafts, so before you write the final draft of your paper, you will have feedback from an assigned peer reviewer AND your instructor; you will also have reviewed your partner’s paper, so that in each of these activities, you have a chance to deeply understand what you are meant to accomplish in each writing assignment.

**Grade Criteria:**

**Grading Standard:**

**A:** 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

**B:** 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

**C:** 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

**D:** 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

**F:** 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Late Work Policy:** As assignments are given a range due date, the final due date is the last day an assignment may be submitted. In the event of a medical or family emergency, the student should contact the instructor as soon as possible and provide legal documentation before work can be made up and the dropbox can be reopened. Only legitimate excuses specified by SFASU’s attendance/absentee policy will be given make-up clearance.

**Extension Bonus:** You will be allowed one, two-day extension, with no penalty, and if you do not use it,
you will receive a 20 point bonus (on your point total) at the end of the semester.

*****Late work has been an ongoing problem in the online courses, and I have been flooded with requests for extensions and reopening of the assignment. I don’t want to start the semester out in a negative fashion, so I will remind you here, that your assignment due dates are in the course calendar; those dates are posted when the module opens and they will always be due at 11:30 p.m. on the date assigned. Please do not wait until 11:25 and expect things to flow smoothly. Set yourself a goal to post your work well ahead of the due time, preferably during working hours, so that you can contact CTL if you experience problems. The dropbox will ONLY be reopened for legitimate, excused absences, and since the class is online and assignments are made in advance, even excused absences don’t necessarily need to prevent your turning in work on time. If you turn in assignments on time, you will find that you have less stress and more time to take on the next assignments.

**Essays/research papers:** All essays/research papers are to be written only by the legitimate participant of the class (see student handbook for policies concerning academic integrity at SFASU). Any student who purposefully plagiarizes a paper will automatically fail that paper and be asked to drop the class. If the infraction occurs after the drop date, the student will automatically fail the class for the semester.

All final essays should be saved as digital files in rtf. or word document formats. All essays should be double-spaced, following MLA format, including heading and pagination requirements. Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation.

**Naming Files:** All essays and uploaded work should be saved and the file titled in the following manner:

LastnameFirstinitialFall2016EssayIfd(rd—rough draft fd—final draft)

ex: BrownRSp2015EssayIrd
      KaddleTSp2015EssayIIfd

**Drafting and Rewriting Papers:** All papers will go through a process of drafting. After this process takes place, you will be asked to submit a final draft of your essay. In the event of failure, students will be allowed to rewrite THE SUMMARY ANALYSIS and/or THE ANNOTATED BIBLIOGRAPHY only, and the grade may change in the gradebook (if the paper has improved.) The procedure for rewriting a paper is included at the end of the syllabus. As we move more toward the end of the semester, time crunch and increasing responsibility will prohibit the rewriting of essays, so the grade on the final draft submitted will remain. No student will be allowed special permission to rewrite a paper for a better grade after the first two papers of the semester.

**Extra Credit:** The professor reserves the right to offer extra credit during the semester, though she does not guarantee the offering of it. Two extra credit opportunities will always be offered: the “no-extension” bonus and the course evaluation bonus, both of which will count 20 pts. each. Any extra credit opportunity will be offered to every student in the class, and there will be no further offer of extra credit to individuals. No student will receive more than fifty points of extra credit during the semester.

**AARC:** The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. Students are encouraged to seek help from well-trained student assistants throughout the semester. For online students, the AARC offers the OWL, an online tutorial service accessible through the mycourses list.

**Grammar, Composition, and Literary Links:**
University Policies

Acceptable Student Behavior:
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 available to help SFA students succeed.

Academic Integrity (A-9.1):
Academic integrity is the 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. Please read the complete policy at:

http://www.sfasu.edu/policies/academic_integrity.asp.

Discrimination/Harassment Policy: It is the policy of this instructor in this classroom that no persons will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race—or any other category of difference. In fact, we celebrate difference in our classroom. In the event that discrimination/harassment takes place (either reported or observed) involved students will be required to conference with professor before returning to class. SFA policy E-46 governs these issues and establishes a clear procedure for those unable to comply with expectations.

Withheld 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.

**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 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/.
Procedure for Rewriting an Essay: Online Student Version
(Essay 1 or 2 Only)

1) Your paper will be returned electronically with a request that you rewrite. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some cases, you may need to completely re-conceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2) Use your grammar handbook to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3) Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor. Once your tutorial session has taken place, I will receive a notification. (You will as well, and you’ll need to save it, in the event I don’t receive one.) You need to chat with me (virtually or face to face) or talk on the phone after your AARC session in order to resubmit your paper.

4) When you are sure that you understand what your problems were on the original, rewrite the paper, proofread it, attach the AARC tutorial form, and submit it to the assignment entitled Paper I—Rewrites, Paper II—rewrites, etc.

5) Rewrites must be submitted within one week of the returned original paper.

6) The grade for the rewritten essay will be averaged with the grade you received on the original.
ENG 132  
Spring 2018  
Assignments Timeline

*Assignments as well as dates are subject to change at the discretion of the instructor

Week 1: Jan 16th—Jan. 21st  
Getting Started Module and Introduction to the Course  
Jan. 21st Diagnostic Essay Due

Week 2: Jan. 22nd-Jan. 28th  
Content Module I—Introduction to Argument  
Read Chapters 1 and 2 (pp. 1-50 in *Writing Arguments*):  
(*all pagination in syllabus refers to this text.)

Week 3: Jan. 29th-Feb. 4th [Jan. 31st class day]  
Drafting and Peer Reviews of Summary Analysis

Week 4: Feb. 5th-Feb. 11th  
**Feb. 5th Paper I: Summary Analysis due**  
Content Module II—Doing Research and Documentation  
Read Chapters 15, 16 and 17 (pp.340-396)  
Getting Started with Research, Research Actions, and Types of Searches

Week 5: Feb. 12th-Feb. 18th  
Gather Ye Sources While Ye May  
Library Modules

Week 6: Feb. 19th-25th  
Preliminary Bibliography  
Final Annotated Bibliography

Week 7: Feb. 26th-Mar. 4th  
**Feb. 26th Paper 2: Annotated Bibliography due**  
Content Module III: Principles of Argument  
Core of the Argument  
Logical Structure of the Argument  
Read Chapters 3-4 (pp. 51-87)

Week 8: Mar. 5th-Mar. 11th [Midterm ]  
Content Module IV—Synthesizing the Argument  
Read Chapters 5-7(pp. 88-152), and Appendix I (pp. 397-404)

Week 9: Mar. 12th-18th  
**SPRING BREAK**

Week 10: Mar. 19th-25th [Mar. 21st last day to drop classes]  
Fallacies
Content Module V—Analyzing Arguments Rhetorically
Read Chapter 8 (pp. 154-174)
Drafting the Synthesis Analysis

Week 11: Mar. 26th-Apr. 1st [Easter Break Apr. 29th-Apr. 1st]
Rough Draft of Synthesis Analysis Due
Post Draft of Synthesis Analysis

Week 12: Apr. 2nd-Apr. 8th
Finishing the Synthesis Analysis
Peer Review of Synthesis Analysis
Content Module VI: Analyzing Audience
Choose a new topic

Week 13: Apr. 9th-15th
Apr. 9th --Paper 3 due: Synthesis Analysis due
Welcome to the Claim Forms
Read Chapter 9 (pp.175-208)
Read Chapter 10—Introduction to Types of Claim (pp. 210-219)
Do Module VII: Arguments in Depth--Types of Claims
Read Chapters 11-14 (pp. 220-337)

Week 14: Apr. 16th-22nd
Final Countdown
Five Questions about Audience
Topic, Plan and Working Bibliography
Claim form Quiz
Reread Chapter that corresponds with your claim form
Research and Draft paper 4

Week 15: Apr. 23rd-Apr. 29th
Rough Draft Claim Form/Ext Arg. due
Peer Review
Proofread and Finish Paper

Week 16: Apr. 30th-May 6th [Dead Week]
Apr. 30th Paper 4 due—the researched argument
Review for Final Exam

Week 17: May 7-11 (Finals Week)
Final Exam Online: Opens May 7th at 8 a.m.—ends May 10th at 5:00 p.m.
(must be taken in one sitting and can only be taken once.)