English 132.009 Syllabus  
Spring 2018  
Research and Argument  
Department of English and Creative Writing  

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Office Hours: Tuesday/Thursday: 11:15 am-1:45 pm or by appointment  

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.  

General Education Core Curriculum Objectives:  
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are:  
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.  
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.  
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.  

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  
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 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, powerpoint 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.

**Required Texts and Materials:**

Bring the following texts and writing materials, paper and pen or pencil, to each class session:

- *Lumberjacks Write* (provided by the Department of English)

A two pocket folder labeled with the student’s name is required for turning in assignments. I will not accept an
assignment unless it is provided in a pocket folder.

**Course Requirements:**

**Attendance:**

The attendance policy for this course is the official SFASU policy as stated at:

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

Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a
student is registered. Valid excuses are limited to health, religious observation, family emergencies, and
participation in certain SFASU-sponsored events. Students are responsible for providing written documentation
for the absence, from which a decision will be made regarding the absence’s excusability. Without written
documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may
be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the
work missed permits. Whether an absence is excused or unexcused, or in the case of a late add, a student is still
responsible for all course content and assignments.
Class Calendar: Students should refer to the Class Calendar in order to be prepared for quizzes, class discussion of assigned readings, and turning in class assignments. Students should also consult specific Assignment Sheets for additional information.

Assignment Sheets: Students will be provided with a specific Assignment Sheet for each major paper assignment. Additional verbal instructions may be provided when we read-through the initial Assignment, and students will be required to include those additions on the Assignment Sheet as needed.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>1000 possible points</th>
<th>Attendance Grade for Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Diagnostic</td>
<td>50</td>
<td>0 - 1 absence = 100 points</td>
</tr>
<tr>
<td>Summary/Analysis</td>
<td>150</td>
<td>2 absences = 90 points</td>
</tr>
<tr>
<td>Proposal</td>
<td>100</td>
<td>3 absences = 80 points</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>150</td>
<td>4 absences = 70 points</td>
</tr>
<tr>
<td>Argument Essay</td>
<td>250</td>
<td>5 absences = 60 points</td>
</tr>
<tr>
<td>Quizzes and Journals</td>
<td>100</td>
<td>More than five absences = 0 points</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
<td>Excused absences with appropriate documentation will not be counted in the Attendance Grade.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The student’s final grade will be assessed as follows: 900-1000 points = A; 800-899 points = B; 700-799 points = C; 600-699 points = D; less than 600 points = F.

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.

Class Guidelines and Participation: Be Professional!
Guidelines:
1. Attend class regularly and bring all required materials each session.
2. Be on time and ready to work when class begins.
3. Put phones on silent and refrain from using unless otherwise instructed.
4. Individual and group participation is expected at the college level.
5. Respect your fellow class members and the professor at all times.
6. Ask questions! Be brave!
7. Take lecture notes and participate until class is dismissed.
8. No sleeping in class.
Students will receive a verbal warning for excessive tardiness (more than two), use of phone, or sleeping in class. Continued offense after the verbal warning will result in the student receiving an absence for the session.

**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

**Academic Integrity policies for our class:**
Plagiarism is a serious offence. As the instructor and evaluator, I will make the decision if a paper is intentionally or unintentionally plagiarized and may conference with the student before making my final assessment. A student who intentionally submits a plagiarized paper for grading will receive a 0 for that assignment.

**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/.

**Changes to this Syllabus and/or Class Calendar:**
As the instructor for this class, I reserve the right to make changes to the syllabus and class calendar as needed. If a change is required, I will provide verbal instruction and written documentation for students in a timely manner.