English 132.010

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Room: F378
Time: TR: 9:30-10:45
Phone: 2365

COURSE DESCRIPTION

ENG 132 “Research and Argumentation” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks, and meets during finals week according to the final exam schedule. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of four essays with a total page count of at least eighteen pages of finished writing. Emphasis is placed on writing and research processes, including multiple drafts and short assignments that require generating, revising and editing writing. Students conduct more library and online research than what is required in ENG 131. Final exams typically include presentations of student writing and research. These activities average six hours of work outside of classroom hours.

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 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.

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 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.

**REQUIRED TEXTS AND MATERIALS**

- Notebook and writing utensil. This course is a writing course, so you should be prepared to write any given course period.
- Office 365 suite, available to all SFA students through mySFA.
- You will need a folder to hold any handouts I give you during the semester.

**COURSE POLICIES**

- Adults make arrangements; children make excuses. All major assignments are due on the date listed on the paper prompt or as stated in class. I do not accept late work unless arrangements are made prior to the due date and asking for arrangements does not guarantee any will be given.
• All assignments must be typed in MLA format. I will not accept hand-written work.
• All major papers must be turned in on D2L via the appropriate dropbox in .docx (Word) format with the title in the following format: Lastname_EssayNumber (ex. Smith_Essay2). Do not share your paper with me through Google Docs. Do not email me your paper.
• I expect all students to come prepared for class each day. Have all required reading complete and/or any assignments ready to turn at the start of class.
• SFA email is an official form of communication, and I highly recommend you check your school email at least once a day.
• Grades will be updated on D2L as they are completed. It is up to you to calculate what you need to achieve on any assignments for your desired grade.
• Eating, sleeping, or reading other materials during class are not acceptable behaviors. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity.
• Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.

COURSE ATTENDANCE

• Attendance is required. For a class that meets two days a week, students are allowed four absences without penalty. After four, I will note a failing grade.
• Being physically present does not guarantee I will mark you as present. Failing to come prepared, not actively participating, or generally not being engaged in the course will count as an academic absence. Two academic absences will count as a full absence.
• Please be on time. I tend to start classes promptly and find tardiness disruptive. Five minutes late equals being marked tardy on the attendance roster; ten minutes or more is an absence. Two tardy marks equals an absence. If you leave early or habitually leave the class, you risk being counted either tardy or absent. Being habitually late will affect your grade.
• Being absent is not an excuse for missed information or assignments. Get with a classmate – or email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction.

COURSE ASSIGNMENTS

For all major paper assignments, I will provide you with a detailed prompt explaining the assignment and expectations. There are, however, some guidelines that are consistent with each assignment:
• All papers must be in proper MLA format
• Must meet minimum page length
• Turned in on D2L as a Word document by the due date (usually by 11:59PM of due date)
• Have an original title that is indicative of the topic (Essay 1 is not a good title)
If the assignment requires sources, there must be a proper works cited page.

I cannot stress enough: **Do not plagiarize.** I am aware of the panic moment of needing to get an assignment “finished,” but by using someone else’s ideas, not only are you robbing yourself of the development of your critical thinking skills, but you are also damaging any credibility you may have had in the course. Any acts of academic dishonesty will receive a zero for a grade with no chance of revision and will most likely be turned into your academic dean. You would be better off asking for an extension or turning in an incomplete assignment than cheating.

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

### POINT BREAKDOWN AND GRADE SCALE

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Argument 1</td>
<td>20%</td>
</tr>
<tr>
<td>Argument 2</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>20%</td>
</tr>
<tr>
<td>Group research paper</td>
<td>25%</td>
</tr>
<tr>
<td>Other (daily grades, participation, various assignments)</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Missing two major assignments will automatically fail you for the 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). Quizzes will be either short answer, essay formats, or a combination of the two. They are given during the first ten minutes of class.

**Grade Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 90</td>
<td>A</td>
</tr>
<tr>
<td>89 – 80</td>
<td>B</td>
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<tr>
<td>79 – 70</td>
<td>C</td>
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<tr>
<td>69 – 60</td>
<td>D</td>
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<tr>
<td>59 – 0</td>
<td>F</td>
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**COURSE CALENDAR**

**Week 1:** Course introduction and expectations; use of technology; Review of rhetorical terms and concepts; reading critically “Cripples, Bastards, and Broken Things: Disability in Game of Thrones” by Katie M. Ellis (38); first essay prompt

**Week 2:** “Blogging a Research Paper? Researched Blogs as New Models of Public Discourse” by Lisa A. Costello (161); “Green Screen or Smokescreen? Hollywood’s Messages about Nature and the Environment” by Ellen Elizabeth Moore (197); **HW:** “The Networked Young Citizen:
Social Media, Political Participation, and Civic Engagement” by Brian D. Loader, Ariadne Vromen, and Michael A. Xenox (281); OneNote response

**Week 3:** “How to Be Cautious by Open to Learning: Time to Update Biotechnology and GMO Legislation” by Sven Ove Hansson (370); drafting; peer review

**Week 4:** First essay due; Begin unit 2 – Writing Counter to a Claim; “Avengers, Mutant, or Allah: A Short Evolution of the Depiction of Muslims in Marvel Comics” by Nicholaus Pumphrey (70); “Fraping, Social Norms, and Online Representation of Self” by Wendy Moncur, Kathryn M. Orzech, and Fergus G. Neville (117); OneNote response

**Week 5:** “Green Infrastructure as Life Support: Urban Nature and Climate Change” by Sheryn D. Pitman, Christopher B. Daniels, and Martin E. Ely (234); OneNote response; “Social Media, Public Discourse, and Governance” by Maria Consuelo C. Ortuoste (317); “Vaccination, Fear, and Historical Relevance” by Rob Boddice (378)

**Week 6:** Drafting, peer review: Essay 2 due; introduction to annotated bibliography; writing a proposal; split into assigned groups; OneNote response discussing topics you find interesting

**Week 7:** Group Proposals due; Evaluate proposals as a class; assigned readings (these readings will be tailored to group topics)

**Week 8:** More assigned readings; individual proposals due; OneNote responses

**Week 9:** Three entries of annotated bibliography due for review; MLA exercise

**Week 10:** Annotated bibliography due; even more assigned readings; OneNote responses

**Week 11:** More of the same (readings and OneNote)

**Week 12:** Group conferences in my office

**Week 13:** Group work (finalizing project, drafting, revising, etc)

**Week 14:** Final papers due; begin presentations

**Week 15 (finals week):** Finish presentations; group evaluations; final OneNote response due