Course Description: 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.

Required Texts:
“They Say / I Say” by Gerald Graff and Cathy Birkenstein
Spiral bound notebook or composition book for in class journal
Also recommended: MLA Handbook, 8th edition (may be accessed online, but a hardcopy is a great resource).

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.

Core Objectives:
1. Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
2. Communication Skills – to include effective development, interpretation and expression of ideas through written, oral, and visual communication.
3. Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making.

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).

Assumptions for English 132:

Students entering English 132 should:
- Be able to formulate a thesis statement.
- Understand the meaning and relationship of claim, evidence and analysis.
- Know and apply the concepts of the rhetorical situation (speaker, audience, purpose, message, and context) and the rhetorical appeals (ethos, pathos, logos).
- Understand what makes a unified and coherent paragraph and be able to write one.
- Produce mechanically sound essays with only minor grammatical, punctuation, and spelling errors.
- Understand what constitutes plagiarism.
- Be proficient in MLA basics: page formatting, quotation, citation, and Works Cited list.

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.

Students with Disabilities To obtain disability related accommodations, alternate formats and/or auxiliary aids, you must contact Disability Services as early as possible in the semester. Once verified, Disability Services will notify me 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/)
Grades:

Essay 1:  100
Essay 2:  100
Essay 3:  150
Essay 4:  150
Essay 5:  200
Journal:  100
Attendance:  100
Presentation:  100

In total, this is 1000 possible points for the class.

Grading Scale:

100-90 A
89-80 B
79-70 C
69-60 D
59-0 F

Withheld Grades

“At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.”
(http://www.sfasu.edu/policies/5.5_course-grades.pdf)

Assignments:

I will provide detailed descriptions for each assignment well before it is due. However, here are some general rules of thumb for this class:

- All final drafts should adhere to the rules of standard written English grammar, punctuation and spelling.
- All essays must be in MLA format.
- Essays which fail to meet the page count requirements will automatically lose 10% of the points assigned to them. A page count of 3-4 pages mean 4 full pages.
- I will do my best to return graded assignments within one week. However, this may not always be possible. All assignments will be returned before the next assignment is due.
- All major assignments must be completed in order to receive a passing grade for this class. Late assignments will receive a point deduction of 10% for each day they are late.
- Rough drafts must be brought to class in order to accomplish peer review. Final drafts will be turned in the D2L, with printed copies being handed in at the beginning of class.
If you need some direction on an essay, please come see me during regular office hours. I will not, however, discuss essays that have not been started the day before they are due. I am happy to discuss graded essays with you during regular office hours, too. However, please come prepared with concrete reasons why you believe your grade is inaccurate.

Course Policies:

Late Work:

Essays are due, both directly to me and on D2L, by the beginning of the class period during which they are due. If you are unable to attend class on a day when an assignment is due, every effort should be made to let me know that ahead of time so that we can make other arrangements. If you find yourself unable to complete a major assignment before the due date, please let me know at least 24 hours in advance – at my discretion an extension may be granted.

Acceptable Student Behavior:

As stated in Student Conduct Code, policy D-34.1, “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. 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.”

Attendance and Absences:

Students are only allowed six unexcused absences and three excused absences (no more than nine classes total may be missed). Any additional absences will result in automatic failure of the course. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must complete all major assignments on time in order to pass the course.

I take attendance at the beginning of class; arriving more than seven minutes after class begins will result in your being marked absent.

We will also have one conference, scheduled during our regular class time, this semester. Missing your scheduled conference time will count as an absence. If you need to talk with me at
other times, please visit my office during regular office hours or email me to request a conference.

Participation:

This class will revolve around group discussion, some group work and – as such – your participation is required. I expect cell phones to be silenced. I expect everyone to come to class ready to be engaged, having read the assigned materials and with at least one constructive addition. If it comes to my attention that the majority of the class is not prepared, there will be pop quizzes over the material.

Email:

Please include this course’s information in the subject line of your emails – otherwise I will not receive them. I can be expected to answer emails before 2pm, and while I may occasionally respond to emails outside that time frame – such as on weekends – please be patient.

Plagiarism:

My goal in this class is to teach you how to be part of the conversation relating to ideas that interest you – and for anyone to be a constructive part of the conversation, they have to first give credit to other authors as it is due. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately. As such, I will have a zero tolerance policy for plagiarism. SFA’s policy follows:

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. If a student paper is found to have plagiarized passages, the case will be investigated, and a suitable course of action will be taken, which may include an un-revisable 0 on the paper, an F in the course, and an Academic Dishonesty Form filed with the Dean of the plagiarizing student’s college.
**AARC:**

Writing tutors are available in the Academic Assistance and Research Center on the first floor of the Steen library. Writing Center is offered Monday through Thursday from 2 to 8pm and on Sunday from 4 to 6pm. You may make an appointment by calling 462-4108, and they also accept Walk-ins.
Tentative Class Schedule

**Week 1:** (C.O. 1, 2, 3)
August 27: Intro & Syllabus
            HW: Complete writing history
August 29: **Writing History Due**
            Rhetoric Review

**Week 2:** (C.O. 2, 3, 4)
September 3: Summary & Response Essay Intro/Examples
            HW: Read essay “Does Texting Affect Writing” & Introduction and Ch. 1
September 5: In class work
            HW: Rough Draft

**Week 3:** (C.O. 1, 2, 3, 4)
September 10: Mock Peer Review
            HW: Chapter 2-5
September 12: No Class – Ms. Randall out of the office
            HW: rough draft of Essay 1
            Bonus Points to any student who brings me a pink slip from AARC or proof they went to Steen Library.

**Week 4:** (C.O. 1, 2, 4)
September 17: Peer Review
            HW: final draft
September 19: **Final Draft Essay 1 due**
            Summary and Evaluation essay intro / examples
            HW: Read “I Had a Nice Time with You Tonight, On the App” Chapter 6 & 7

**Week 5:** (C.O. 1, 2, 3, 4)
September 24: Discuss essay / examples
            HW: rough draft
September 26: Peer Review day
            HW: Essay 2

**Week 6:** (C.O. 1, 3, 4)
October 1:  **Final Draft Essay 2 due**
            Synthesis Essay Intro / Examples
            HW: Read Small Change: Why the Revolution will be Tweeted”
            And “No Need to Call”
October 3:  Discuss essays / examples
            HW: Rough draft and read Ch12

**Week 7:**
October 8:  Peer Review day
            HW: final draft
October 10: **Final draft essay 3 due**
            Research Essay intro / Annotated Bib intro

**Week 8:** (C.O 1, 4)
October 15: Brainstorm topic
          HW: final topic due next class
October 17: Sources discussion (where to find, credibility, etc)
          HW: find at least two sources

**Week 9: (C. O. 1, 2, 3)**
October 22: MLA format discussion
          HW: Bring sources, either printed or digitally, to class with you Thursday
October 24: Write 2 annotated bib entries
          HW: Rough draft of annotated bib

**Week 10: (C.O. 1, 2, 3, 4)**
October 29: Rough draft peer review
          HW: final draft of annotated bib
October 31: **Annotated Bibliography due**
          Essay examples in class / Introductions and Conclusions
          Writing body paragraphs and discussing

**Week 11: (C.O. 1, 4)**
November 5: Writing body paragraphs in class
November 7: Peer Review of body paragraphs

**Week 12: (C.O. 4)**
November 12: Conferences
November 14: Conferences

**Week 13: (C.O. 1, 2, 3, 4)**
November 19: Editing and Revising discussion
          HW: Revise your body paragraphs

November 21: In class writing time

**Week 14: (C.O 1, 2, 3, 4)**
December 3: **Final Draft due**
          Discuss presentations
December 5: Work on Presentations

**Week 14:**
December 9-13: Thursday December 12, 10:45-1:15