ENGLISH 132: RESEARCH & ARGUMENT

INSTRUCTOR: MRS. KAREN PERKINS

FALL 2019 COURSE DESCRIPTION
ENG 132.012 meets MWF 9 – 9:50 am, Ferguson 476

Research & Argument are everyday aspects of personal and civic life as well as academic. Establishing effective habits of inquiry-before-response allows us to gather information before reacting—because a thoughtless response can often damage or destroy. Learning the techniques of argument, as defined by Jodie Nicotra in her text Becoming Rhetorical, trains us to ask the right questions and to enter into a conversation prepared to listen and respond, even when others’ positions differ from our own.

“Argument: using a process of inquiry to develop a response to a rhetorical problem”
Jodie Nicotra

In this course, step-by-step, we will practice the processes necessary to engage in scholarly research and argument and to hone our communication skills related to academic, professional, and personal discourse.

Eng 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.

Materials and Texts

We will use the digital text Becoming Rhetorical by Jodie Nicotra with 1-term MindTap (or Cengage Unlimited) access. Required.

ISBN-97813375554190

We will access the text, MindTap, and other resources via D2L. An ongoing research scrapbook and projects may require typical school supplies and tools such as presentation and poster boards, folders, colored pens, etc.

Responsible use of technology in our lab-classroom is also a requirement of this course.
**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, 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 lists

**General Education Core Curriculum**

This course is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified 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 objectives.

**Program 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).

**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.

This is a general education, core-curriculum course, and specific program learning outcomes for the English major are not addressed in the course.
First Things First

Emergencies sometimes happen. Do not waste emotional energy during the crisis wondering what my reaction will be regarding your missed work or absence. **Handle the crisis first!** Contact me when the situation has stabilized.

Be safe.

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**Did you know SFA has both medical and mental health services available to you?** Your health depends on this: don’t ignore problems. If you need healthcare, we will help you get it.

Be well.

**SFA Counseling Center**
Rusk Building - 3rd Floor
Monday through Friday, 8 a.m.-5 p.m.
(936) 468-2401
counseling@sfasu.edu

**Student Health Clinic**
Located at corner of Raguet and East College streets
Monday through Friday, 8 a.m.-5 p.m.
(936) 468-4008
healthservices@sfasu.edu

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The purpose of **Food for Thought Student Food Pantry** is to provide supplemental healthy food to SFA students who are experiencing food insecurities. The only requirements for eligibility are to be enrolled for courses at SFA during the current semester and not have a meal plan.

http://www.sfasu.edu/studentaffairs/1319.asp
UNIVERSITY POLICIES

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.

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.
SFA Academic Assistance and Resource Center (AARC)

The Academic Assistance and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, 1:1 appointments, online writing lab, and student instructor reviews and learning teams both led by students who have successfully completed the course. We make it easy for you to get the help you need!

What we do: Tutors can guide writers on specific kinds of sentence level support and overall essay coherence by offering suggestions that do the following:

- clarify grammar rules,
- explain writing conventions,
- provide samples of writing that exemplify the topic being discussed,
- and guide writers as they revise and edit their own sentences.

Hours of Operation:

- **1:1 appointments**: Sign up during the AARC’s open enrollment periods. (September 18 & 19)

- **Ask a Tutor / Zoom**: An AARC tutor is available to chat through a Zoom online meeting room from 3 p.m. to 7 p.m. Sunday. Visit the Online Resources page for more information.

- **Walk-In Tables**: Available 3 to 7 p.m. Monday through Thursday, writing walk-in tables are an "open lab" format. AARC laptops may be checked out or bring your own.

- **Online Writing Lab (OWL)**: Log in to your Brightspace by D2L account and view your list of courses for more information.

So, all of that is free?

YES. IT’S FREE.
My Attendance Policy

You may miss up to **two classes** without a reduction in your final grade (that's equivalent to one week's paid vacation or sick leave, which is especially generous for a 16-week job commitment). If you miss more than two classes, two penalties are in play: 1) the absence itself may result in points deducted from your final grade (-3.3 points per absence); 2) not participating or turning in graded activities may result in a zero for an individual assignment.

For **planned** absences, please make arrangements regarding make-up work **before** you miss the class. Regardless, if you miss class or plan to miss class, you must interact with me outside of class time to make acceptable arrangements.

A Little Context

Employed workers typically exchange labor for money. Some get other benefits if they make acceptable arrangements and present proper documentation per company policies, such as a limited amount of vacation and/or sick leave (to protect their job or their pay). **Employment as a student works the same way in my class:** Your grade is your paycheck. By registering for this class, you agree to exchange acceptable completion of coursework for a grade, exactly as workers exchange acceptable completion of tasks for a paycheck. Given this context, then, attendance is not optional.

**KEY ASSIGNMENT DUE DATES:**
- **SEPT 27** ANNOTATED BIBLIOGRAPHY
- **OCT 11** CRITICAL CONVO ESSAY I
- **OCT 25** CRITICAL CONVO ESSAY II
- **NOV 20** PUBLIC AWARENESS PROJECT
- **DEC 9** FINAL: REFLECTIVE ESSAY

**Grade Calculations**

45% The Research Project
- 15% Stepped Analysis Activities
- 10% Annotated Bibliography
- 10% ‘Critical Convo’ Essay: White Paper
- 10% ‘Critical Convo’ Essay: Argumentative

40% Cengage *MindTap Learning*
- 10% The Public Awareness Project
- 5% The Final Reflective Essay

I understand purchase and use of digital course materials (*Becoming Rhetorical* with *MindTap* access at an approximate cost of $53) are **required** to pass this class, since 40 percent of my grade generates in *MindTap.*
Course Schedule

I. Invitation to Argument (Weeks 1-2)
   a. Getting acquainted
   b. “Tuning In to Events-Based Problems”
II. Rhetorical Analysis: Research (Weeks 3-5)
   a. Gathering Sources
   b. Summarizing Sources
   c. Compiling the Annotated Bibliography
III. Rhetorical Action: Response (Weeks 6-13)
   a. The Research Essay I and II
      i. Visualizing the Problem
      ii. Articulating the Problem
      iii. Defining One’s Ethos
      iv. Developing One’s Stance
   b. The Public Awareness Project
IV. The Final: 8 am – 10:30 am Monday Dec. 9