English 132.002

Instructor: Mr. Dylan Parkhurst
Office: LAN 328
Office Hours: MW: 1-2; TR: 11-12
Email: deparkhurst@sfasu.edu

Room: F171
Time: MWF: 11-11:50
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 three days a week, students are allowed six absences without penalty. After six, a student will receive 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
• 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>
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<tr>
<td>Argument 2</td>
<td>20%</td>
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<tr>
<td>Annotated bibliography</td>
<td>20%</td>
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<tr>
<td>Group research paper</td>
<td>25%</td>
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<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**

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

### Course Calendar

**26 Aug:** Course introduction and expectations; use of technology  
**HW:** Writing response on OneNote: What is a word you love, and why do you love it? What is one word you hate, and why do you hate it?

**28 Aug:** Review of rhetorical terms and concepts; reading critically  
**HW:** “Cripples, Bastards, and Broken Things: Disability in *Game of Thrones*” by Katie M. Ellis (38)

**30 Aug:** Discuss reading; in-class writing; first essay prompt

2 Sept: Discuss reading
HW: “Green Screen or Smokescreen? Hollywood’s Messages about Nature and the Environment” by Ellen Elizabeth Moore (197)

4 Sept: Discussion
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

6 Sept: Discussion
HW: “How to Be Cautious by Open to Learning: Time to Update Biotechnology and GMO Legislation” by Sven Ove Hansson (370)

9 Sept: Discussion; in-class writing
HW: Develop a paragraph (intro or body paragraph) of first essay

11 Sept: Turn in paragraph; continue drafting/research
HW: Have a two-draft ready for peer evaluation; be sure to follow MLA format

13 Sept: Peer-review
HW: Final draft due on D2L by 11:59 PM on 16 Sept 2019

16 Sept: Begin unit 2 – Writing Counter to a Claim
HW: “Avengers, Mutant, or Allah: A Short Evolution of the Depiction of Muslims in Marvel Comics” by Nicholaus Pumphrey (70); OneNote response

18 Sept: Discussion
HW: “Fraping, Social Norms, and Online Representation of Self” by Wendy Moncur, Kathryn M. Orzech, and Fergus G. Neville (117).

20 Sept: Discussion
HW: “Green Infrastructure as Life Support: Urban Nature and Climate Change” by Sheryn D. Pitman, Christopher B. Daniels, and Martin E. Ely (234); OneNote response

23 Sept: Discussion
HW: “Social Media, Public Discourse, and Governance” by Maria Consuelo C. Ortuoste (317)

25 Sept: Even more discussion
HW: “Vaccination, Fear, and Historical Relevance” by Rob Boddice (378)
27 Sept: An exchange of ideas based on the recent required reading  
**HW:** Printed two-page drafts complete for review

30 Sept: Drafts due  
**HW:** Essay 2 due by 11:59 PM, 2 Oct, on D2L

2 Oct: Introduction to annotated bibliography; writing a proposal  
**HW:** Write a OneNote entry discussing topics that interest you.

4 Oct: Split into assigned groups; brainstorm ideas  
**HW:** Group proposal due (printed)

7 Oct: Turn in proposal (overall idea) by end of class  
**HW:** continue working with group

9 Oct: Evaluate proposals as a class  
**HW:** Assigned reading(s) – TBD (readings during the final two unit of the course will focus on topics the groups are researching)

11 Oct: Discuss reading  
**HW:** Assigned reading(s) – TBD

14 Oct: Discussion  
**HW:** Individual proposals due; assigned reading

16 Oct: Turn in proposals; discussion  
**HW:** Assigned reading

18 Oct: Discussion  
**HW:** Turn in one-page of annotated bibliography

21 Oct: Annotated bib page due; group work  
**HW:** continue research

23 Oct: MLA day (a necessary evil)  
**HW:** Two (new) annotated bibliography entries due

25 Oct: Two (new) entries due – peer review  
**HW:** Annotated bibliography due on D2L by 11:59PM on 28 Oct

28 Oct: Annotated bib due by 11:59PM; Final paper prompt and presentation expectations  
**HW:** Assigned reading
1-8 Nov: Assigned readings and discussion; work on group paper

11-15 Nov: Group conferences in my office
18-20 Nov: In-class work (drafting, questions, help, research)

22 Nov: Peer review (Two pages of individual sections)

25-29 Nov: Thanksgiving Break
    HW: Group papers due on 4 Dec at start of class (individual sections submitted on D2L and overall paper printed and turned in to me)

2 Dec: Finalize final paper, work on presentations
    HW: Begin presentations

4-6 Dec: Presentations

9-13 Dec: Finals week; Finish presentations; group evaluations