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.”  

Credit Hour Justification:
ENG 131 “Rhetoric and Composition” (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 fifteen pages of finished writing. Emphasis is placed on writing processes, including multiple drafts and short assignments that require generating, revising and editing writing. Final exams typically include presentations of student writing. These activities average six hours of work outside of classroom hours.

Additional Information:
English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first half of English 132 focuses analyzing and interpreting a set of essays and how they relate to one another. These skills are then moved on to researching, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course is a longer, researched essay meant to demonstrate the skills students have learned in both English 131 and 132.

As opposed to English 131, English 132 begins to focus on more college-oriented skills. Moreover, English 132 is also a bit more rigorous and demanding. This course is designed to stretch your reading comprehension, writing, and critical thinking skills. Moreover, the second half of the semester focuses on research and information literacy, both of which are invaluable in a college setting.

Remember, if you took English 131 and made lower than a C, you may not be enrolled in English 132. You must reenroll and pass English 131 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

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 for ENG 132:
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:
Harris, Muriel and Jennifer L. Kunka. Prentice Hall Reference Guide. 10th ed. Pearson, New York, 2018
Bring paper and pen/pencil to class
Pocket folder for turning in essays

Course Requirements:
Students must turn in formal writing assignment in a pocket folder in order to keep all writing in a portfolio for the entire semester.
Assignments
The assignments and grades for this course will be weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph Assignment</td>
<td>50</td>
<td>900 – 1000 = A</td>
</tr>
<tr>
<td>Summary/Analysis</td>
<td>100</td>
<td>800 – 899 = B</td>
</tr>
<tr>
<td>Synthesis Essay</td>
<td>150</td>
<td>700 – 799 = C</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>100</td>
<td>600 – 699 = D</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>200</td>
<td>Below 600 = F</td>
</tr>
<tr>
<td>Research Essay</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Journal Entries/Quizzes</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

Grade Criteria:

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not
complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**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.

In other words, 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 EVERY 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. However, no absences beyond the six that may be excused will be excused, and **no student shall be allowed to pass the course whose unexcused absences exceed three** (3)—this is not a correspondence course! 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.** Note also that you must turn in both essays and take both exams to pass the course.

**Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence. **Late essays will not be accepted unless the student has made prior arrangements with me regarding the due date.** I will not accept the submission of material via e-mail without prior approval.

**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.

Participate in class discussion, take notes, and engage in the classroom. Using your phone in the classroom is a distraction for you and everyone else. Please refrain from phone use during class.

**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.

*We will go over plagiarism in class; however, it is your responsibility to make sure that the work that you turn in is, in fact, your own work and not taken from someone else. Depending on the severity of the instance, you could be given a 0 for the assignment or even expelled from college. If you have any doubt about what you are incorporating from someone else, come and see me for help.

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/.

CLASS SCHEDULE FOR FALL 2019

English 132
Instructor: Tureva Osburn
Email: Tureva.Osburn@sfasu.edu
Office: Liberal Arts North 242
Office Hours: Tuesday and Thursday 11:15am – 12:30pm; 3:30 – 4:30pm

Week 1
Tuesday, Aug. 27th: First day of class. Welcome, Syllabus, and Class Expectations
Thursday, Aug. 29th: Receive Paragraph Assignment.

Week 2
Tuesday, Sept. 3rd: Read for class “The Pedestrian.” Quiz! Lecture/Discussion: Summary and Analysis
Thursday, Sept. 5th: Paragraph Assignment Due in class! Continue discussion of summary and analysis.
Receive Summary/Analysis Assignment and Synthesis Essay Assignment.

Week 3
Tuesday, Sept. 10th: Lecture/Discussion: Summary/Analysis/Synthesis
Thursday, Sept. 12th: Writing Workshop for the Summary/Analysis Assignment

Week 4
Tuesday, Sept. 17th: Writing Workshop
Thursday, Sept. 19th: Summary/Analysis Assignment Due.
Week 5
**Tuesday, Sept. 24th:** Writing Workshop
**Thursday, Sept. 26th:** Writing Workshop

Week 6
**Tuesday, Oct. 1st:** Author/Peer Review for the Synthesis Essay
**Thursday, Oct. 3rd:** Synthesis Essay Due in class.

Receive Proposal Assignment and Annotated Bibliography Assignment.

Week 7
**Tuesday, Oct. 8th:** Lecture/Discussion: Proposal and AB
**Thursday, Oct. 10th:** Lecture/Discussion: AB

Week 8
**Tuesday, Oct. 15th:** Library
**Thursday, Oct. 17th:** Library. Proposal Due.

Week 9
**Tuesday, Oct. 22nd:** Writing Workshop for the Annotated Bibliography
**Thursday, Oct. 24th:** Writing Workshop for the Annotated Bibliography

Week 10
**Tuesday, Oct. 29th:** Writing Workshop for Annotated Bibliography
**Thursday, Oct. 31st:** Writing Workshop for the Annotated Bibliography

Week 11
**Tuesday, Nov. 5th:** Peer Review for the Annotated Bibliography
**Thursday, Nov. 7th:** Annotated Bibliography Due. Workshop for the Research Essay.

Week 12
**Tuesday, Nov. 12th:** Workshop for the Research Essay
**Thursday, Nov. 14th:** Workshop for the Research Essay

Week 13
**Tuesday, Nov. 19th:** Group Conferences for Research Essay
**Thursday, Nov. 21st:** Group Conferences for Research Essay

Week 14
**Tuesday, Nov. 26th:** Thanksgiving Holidays
**Thursday, Nov. 28th:** Thanksgiving Holidays

Week 15
**Tuesday, Dec. 3rd:** Peer Review for the Research Essay
**Thursday, Dec. 5th:** Last day of class. Final Essay due! Prepare for Final Exam.

Week 16
Final Exam Week
English 131.006 (8:00-9:15am T/Th) on **Thursday, Dec. 12th from 8:00 - 10:00am**
English 131.045 (2:00-3:15pm T/Th) on **Thursday, Dec. 12th from 1:00 -3:00pm**