**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.

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.

**Instructor Course Description:**

In this course we will discuss the methods of argumentation utilized by others in their writings on the problems, and solutions to those problems, of the present and future. Through our examination of the arguments of others, we will be able to observe the tools used by these writers to persuade their audience to accept the premise they put forth in their argument. In turn, we will apply these concepts to our own production of argumentative writing.

**REQUIRED TEXTS & MATERIALS**
In addition to the books and materials below, there are additional readings and handouts posted on Brightspace that you are responsible for reading. Please bring all assigned reading material to class on the day we are to discuss the material.


2. Access to the Internet, Microsoft Word, a printer, a stapler, pens or pencils, and a journal/notebook.

**COURSE OUTCOMES**

**Program Learning Outcomes:**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

**General Education Core Curriculum:**
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 core learning objectives: 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.

**ENG 132 Student 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 ENG 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, 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.

**COURSE REQUIREMENTS**

You will receive a more detailed assignment sheet for Essays 1-4, the Research Proposal, and the Stand and Deliver Assignment when we get closer to each assignment. The information provided below is only a general sketch of each assignment so that you have an idea of what will be required of you.

1. **Summary and Response (Essay 1)**
   To practice using basic source use skills, in your first essay you will choose one of the three articles discussed in class to write a summary for. In addition to summarizing the main claims made within the article, you must respond to the claims made by the article and judge the article’s effectiveness in proving the claims that it makes. For this assignment, you may choose from the article discussed on 9/5, 9/10, or 9/12 to write your Summary and Response paper over. The summary should be a minimum of 450 words and the response should be a minimum of 150 words and include a work cited entry for the source (not counted towards the minimum word length).

2. **Collaborative Case Study (Essay 2)**
   This assignment has three parts: 1) a collaboratively written introduction to the current issue your group chooses, 2) individually-written analyses of different editorials or op-eds about this issue, and 3) a collaboratively-written conclusion. Individual analyses should each be 600-900 words; introduction and conclusion should be a combined 600-900 words.

3. **Research Proposal**
   For this assignment, you will write a proposal for your argumentative research essay. Your research proposal should inform me of the area of your research and solicit my approval of the topic. You should argue that you have a strong interest in a fairly specific topic, and that you can do a good paper on it. The research proposal will be graded on how specific, convincing, and well written it is. A good research proposal shows that you have got a good idea and have done enough research to know if it might work or not. The proposal should include background, methods, sources, and significance and be between 600-900 words.

4. **Annotated Bibliography (Essay 3)**
   The goal for your annotated bibliography is to help you understand the critical conversation surrounding your topic so that you can join that conversation in your upcoming 2,400-3,000-word argumentative position paper. For this assignment you are to compose eight entries for the eight sources you would like to use in your paper that provides: an MLA citation for the source, summarizes the source, provides brief information about the author’s background (credibility), explains how you will use the source in your paper, and lists useful quotations that may prove useful in your paper. **Each of the eight entries must include these items.**

5. **Argumentative Position Paper (Essay 4)**
   In this essay, you will choose a position to argue about an ongoing issue. You will then write a 2,400-3,000-word (double spaced) paper where you argue your position and then show how the issue could affect the future if it were allowed to persist. In addition to providing sources that support your position, you will also need to acknowledge the opposing sides’ position and anticipate any objections they would have against your argument in order to refute these claims. A minimum of eight scholarly secondary sources should be utilized in this paper. The paper will also include a works cited page (not counted towards the minimum word length).
For example: If your position were against the United States defunding the space program, you would have to explain why defunding the space program is a problem and utilize sources that support your claim to show why the government should continue to fund the space program. You would also speculate on the consequences that defunding the program may have on the future. In doing so, you will need to address/refute the other side who argues for defunding the space program. Sources, even those writing against your position, may be utilized for this purpose as well.

5. Stand and Deliver
Each student will randomly select a position, either for or against, on an issue during the first week of classes. You will sign up for a Stand and Deliver day that you would like to present on and then you will be provided with the Stand and Deliver topic that corresponds with the day you selected after everyone has signed up for a day. You will then have to write a minimum 600-word argumentative essay that argues the position you were given. You must make your paper convincing because you will have to stand in front of the class, with whoever received the opposing viewpoint on your issue, and deliver your arguments to your audience (your peers). Your audience will then vote to decide whose argument was the most logical and persuasive. Whoever wins this vote will receive 3 extra credit points towards the major essay of their choice.

6. Peer Review
Students will be held accountable for 4 peer review sessions during the course of the semester. Students will be required to peer review their peer’s work and offer them meaningful and constructive feedback. They must also submit a draft to be peer reviewed. Each peer review session will be graded as such: 50 points are possible for bringing a draft (that meets the draft specifications requested for the session) to the peer review session and 50 points are possible for attending the peer review session and providing helpful feedback to your peer(s).

In addition to reviewing your partner’s paper and getting feedback from a peer about your own paper, you will have the opportunity to ask me questions about your draft as you revise during designated post-peer review workshop time. Additionally, I am happy to go over essay drafts with you, no less than one day in advance of an essay’s due date, during office hours or during a mutually convenient appointment time.

Furthermore, you will find that some daily work assignments will ask you to apply specific concepts taught in class to your writing of a major essay for the course. The goal of this is to give you the opportunity to receive essay feedback during the writing process. There will also be extra credit opportunities offered throughout the semester for getting feedback from the AARC about a draft of your paper. Through each of these activities, you will have a chance to deeply understand what you are meant to accomplish in each writing assignment and to produce quality final drafts.

Remember: Writing is a process, not a product. In other words, the writing process is not a “one and done” scenario. To make a paper stronger, more effective, and of a higher quality, we must revise and edit multiple drafts.

7. Daily Work Assignments
Throughout the semester you will have some kind of informal writing or reading assignment to complete before class. The assignments to be completed and how the assignments are to be completed are listed in the course calendar. Further instructions for discussion board posts will be posted in the Brightspace discussion board that is specifically for that day’s discussion.

8. Quizzes
We may have quizzes over the concepts we discuss in class and the readings you are assigned. Quizzes, other than the syllabus and plagiarism quizzes, are not listed on the course schedule, so make sure that you are keeping up with the readings to avoid being surprised by a quiz. **Grades for quizzes and daily work assignments will both be applied toward the “Daily Work” grade category.**

**9. Conference**
During the week of November 18-22\(^{nd}\), 2019 we will not be meeting as a class. Instead, I will meet with each of you individually in order to discuss your final paper. Later in the semester, you will sign up for a time to meet with me for 15 minutes in my office. During this time you will have the opportunity to get help from me with your essay 4 draft. If you have other questions, you may ask me then also. This time is reserved for you to get individual help from me on your essay especially, so please use this time wisely and come prepared. If a student misses their conference time, they will receive 1 unexcused absence.

**10. Final Exam (Mock Conference)**
During the final exam period, we will hold a mock conference in which you will be placed in a panel of your peers who wrote on a related topic as you. You will read a portion of your paper to your peers and then after each member of the panel has finished reading their paper, your classmates will ask questions pertaining to the paper.

***Extra credit opportunities will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major essays.***

**ASSIGNMENT SUBMISSION GUIDELINES, DOCUMENT FORMATTING & BRIGHTSPACE**

**Assignment Submission:**
The course calendar notates how each daily work assignment is to be submitted along with the instructions for each assignment. The discussion boards created for these types of assignments may offer further instructions, so please read all instructions before proceeding to complete the assignment.

All major essays are to be submitted to the essay’s designated Brightspace dropbox and a hardcopy must also be submitted to your instructor on the day the assignment is due. I will **NOT** grade your essay until you have given me both copies. If both are not submitted to me by the time the essay is due, the essay will be considered late and will be subject to the late work policy (see pages 11-12 for more on this policy).

Unless otherwise stated on the assignment prompt for each essay, or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:

- Print final drafts of essays and bring to class; assignments with multiple pages must be stapled
- If extra credit was offered for an essay, bring documentation to class for submission
- Submit an electronic version of final drafts to Brightspace dropbox to be checked for plagiarism
- **.docx format only (no PDFs)**
- Follow MLA format, including citations and heading (see the document formatting guidelines below for more information)

**Document Formatting:**
As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines.

For this course, each assignment will:
- be in Times New Roman, 12-point font and will have one-inch margins on all sides
• be double-spaced (unless you are instructed otherwise), with the exception of Brightspace discussion posts
• have your name, your instructor’s name (Ms. Kramer), the course information (ENG 132.009), and the date (Day Month Year) in the upper left of your paper
• have your last name and the page number in the header of your paper (beginning on the first page), justified to the right
• have an original, creative title centered on the page
• have in essays with sources, a source list that begins with the words “Work(s) cited” centered on the page. Whether you have “Work” or “Works” depends on the number of sources you are citing. If you have only one source use “Work” and for more than one use “Works.”

**Brightspace by D2L:**
We have a course website we will be using for various activities throughout the course. Some required course readings will be there, as well as assignment prompts, the course syllabus, and the course calendar. Most course assignments completed outside of class will be submitted here too. Your grades and attendance will also be recorded and accessible here. It is your responsibility to check your grades and attendance and contact me immediately if you believe you see an error, have concerns, or have questions. Please keep all assignments until your final course grade is posted.

**To access Brightspace:**
1. Log in to your MySFA account.
2. At the top of the screen is a tab (the 3rd tab) labeled “Academics.” Click on it.
3. On the left side of your screen under the “Brightspace by D2L” heading you will see the words “Brightspace by D2L” underlined. This is the link that will take you to Brightspace. Click on it.
4. You have now been transported into Brightspace. You should now see on your screen a listing of your courses for Fall 2019. Click on our course- ENG 132.009- Research & Argument.

**NOTE:** In the event that MySFA is down for some reason, you may also access Brightspace by going to: www.d2l.sfasu.edu

**To access a discussion board while in Brightspace and complete discussion board assignments:**
1. While you are inside the ENG 132.009 course page on Brightspace, at the top of the screen you will see the words “Course Tools.” Click on it.
2. A drop-down menu will pop up. The first item in the menu is “Discussions.” Click on it.
3. A list of discussion boards will appear. Click on the title of the discussion board you are to complete located under the word “Topic.”
4. To open the area where you will type your response, click “Start a New Thread.”
5. In the “Subject” field, type a few words that prep me for what you will discuss in the post. This is like a title of a paper.
6. Click in the blank area below the “Subject” area to write your response.
7. When you are finished, and have checked your work for errors in grammar, spelling, and punctuation, click the “Post” button to submit your work to the discussion board. You do not need to print this out, unless you personally want to, because it should be posted in the Brightspace system. I, and your classmates, will be able to see your response while in the Brightspace course page. On that note, please be sure that your posts are classroom appropriate,
meaning that you should avoid profanity and any other language that is not in keeping with the Acceptable Student Behavior and Course Citizenship policies on pages 12-13 of the syllabus.

NOTE: If you do not see your post in the discussion board and did not get a confirmation message of some sort from Brightspace, then your post was not submitted to the discussion board.

To check your grades on Brightspace:
1. Log in to Brightspace and click on our course.
2. Once you are on our course page, you will see a tab labeled “Grades” in the top right of your screen. Click on it.
3. You should now be able to see your grades for the assignments posted to Brightspace, as well as any feedback posted that goes along with the assignment.

To check your attendance on Brightspace:
1. Log in to Brightspace and click on our course.
2. Once you are on our course page, you will see a tab labeled “Other Resources” in the top right of your screen (it is next to the “Grades” icon you click on to see your grades). Click on it.
3. A drop-down menu will pop up. The last item in the menu is “Attendance.” Click on it.
4. You should have been taken to a page titled “My Attendance.”
5. Click on “Attendance” to see your personal attendance record.

OFFICE HOURS, EMAIL & OFFICE PHONE

Office Hours:
I will have five scheduled office hours each week. Four of these hours will be face-to-face and the remaining hour will be virtual. During face-to-face office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours.

During the virtual office hour, I will be on Brightspace, ready to talk with you about any questions, comments, or concerns you have about the course or specific assignments. During these virtual hours, you will be able to contact me by logging onto the course and clicking on the Zoom meeting link that I will have posted as a news item on the course page. Since this feature allows communication with multiple students at a time, if you have a private matter that you do not want others to hear, then let me know that you would like to discuss a private matter so that we can discuss the issue in a private Zoom meeting or email me. You can also come to my face-to-face office hours if you happen to be on campus.

If any of these scheduled office hours do not work for your schedule, please make an appointment to meet with me, either virtually or in person. I want to help you develop as a writer, and succeed in the course, so please come see me (virtually or in person) if you need assistance.

Email:
I will communicate with the class via Brightspace and/or SFASU email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your Brightspace/SFASU email daily (Monday-Friday), and for being aware of any information there.
In regards to sending emails to your instructor, all emails sent to your instructor should be professional. In the email subject line please write ENG 132.009. Provide a formal salutation (Ms. Kramer, not “hey” or “dude”), and a message that involves complete sentences and appropriate grammar.

I will typically only respond to emails on Tuesday’s, Thursday’s and Friday’s. With that being said, if you have a simple question that can be answered via email, feel free to email me at any time, but keep in mind that there may be a delay in you receiving a response from me.

For more detailed questions or if you want me to look at a draft of your paper, you will need to meet with me during office hours or schedule an appointment at an alternate time if none of those times will work for your schedule.

***With that being said, I do expect you to, first, reference the syllabus or the assignment prompts given out in class in order to find the answer to your question. If you cannot find the answer or need further clarification, please feel free to come by during office hours, ask me in class, email me, or call my office.

Office Phone:
If you have a question and would like to speak to me over the phone, I can be reached at (936) 468-2427. If I am away from my desk and unable to take your call, feel free to leave a message so that I know to get in contact with you.

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**GRADES & EVALUATION**

*Writing is a Series of Micro-Failures*

If you do poorly on an assignment please do not lose hope, or think it is personal. Any comments I make are meant to help you. You are here to learn, and often we learn best from our mistakes. Writing is a process, not a product. In general, any skill worth having in life will require some effort to craft and refine it, so please take the steps to improve, continue to practice, and persist. I have found that you can do anything if you truly set your mind to it and follow that up with the necessary work to achieve your goals.

**Course Grade Breakdown:**
Students are required to complete four formal essays. While these essays will make up the majority of your grade, it will also consist of minor assignments, including “daily work,” i.e. smaller, low-stakes assignments geared towards helping you understand the concepts of the course or work on producing your final drafts of essays. Below are the assignments you will be required to complete and how much they are worth in regards to grade calculation.

- Summary and Response (Essay 1): 10%
- Collaborative Case Study (Essay 2): 15%
- Annotated Bibliography (Essay 3): 15%
- Argumentative Position Paper (Essay 4): 20%
- Peer Review (submitting a draft for review and giving meaningful and constructive feedback during peer review sessions): 10%
- Daily Work (homework assignments, graded in-class work & quizzes): 15%
- Research Proposal: 5%
- Stand and Deliver: 5%
- Final Exam: 5%
All major assignments will be graded according to rubrics that help to define the various aspects of each assignment (i.e. style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due.

**Calculation of Course Grade:**

1. The grade for Essay 1 is multiplied by .1, retaining one number past the decimal point.
2. The grade for Essay 2 is multiplied by .15, retaining one number past the decimal point.
3. The grade for Essay 3 is multiplied by .15, retaining one number past the decimal point.
4. The grade for Essay 4 is multiplied by .2, retaining one number past the decimal point.
5. The peer review grades are added together and then divided by 4 (the number of peer review sessions). The resulting sum is multiplied by .1, retaining one number past the decimal point.
6. The grades for the Daily Work category are added together and then divided by the number of daily work assignments. The resulting sum is multiplied by .15, retaining one number past the decimal point.
7. The grade for the Research Proposal is multiplied by .05, retaining one number past the decimal point.
8. The grade for the Stand and Deliver assignment is multiplied by .05, retaining one number past the decimal point.
9. The grade for the final exam is multiplied by .05, retaining one number past the decimal point.

**Note on End of Semester Grading:**

Please be advised that I do not “bump” grades. The grade you earn is the one that will appear on MySFA. In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual students. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an 89.4 will stay at an 89. Please note that rounding is not required of professors. This is simply a courtesy I do for students; therefore, deviations will not be negotiable.

To that end, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course unless you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to Brightspace, you have the ability to see why you got the final grade you did. You can also calculate your grade yourself using the formulas I have provided above.

**Explanation of Grades:**

For each assignment, I calculate grades on a numeric, 100 point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).

In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

A: 90-100 (excellent performance)
B: 80-89 (above average performance)
C: 70-79 (average performance)
D: 60-69 (below average performance)
A Note on Word Count:
For each of the writing assignments that you will complete for this class, whether major essays or daily work, the work(s) cited page, heading information, title, and document header do not count towards the minimum word count. In addition, if a student fails to reach the minimum assignment requirements, including word count, for major essays, they cannot receive higher than a D on the assignment. The grade will lower from this point if further errors are found.

Assignment Return Policy:
I generally grade and return major essays within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about the essay. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an essay received before meeting to discuss the assignment.

ATTENDANCE

Regular attendance is required for success in this course. It is important to come to class, on time, and be prepared to participate in each day’s activities. When you miss too many days, you miss out on information that will help you succeed in this course and as a writer in the future. With this in mind, please schedule appointments, if at all possible, outside of class time (without leaving early or arriving late) so that you do not miss important information.

Each unexcused absence over 4 will result in the lowering of your total course grade by five points.

***I will not notify you once you have reached an alarming amount of absences, so please keep track of your absence count through Brightspace.

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

Note: If you finish an in-class activity quickly, please do not leave (unless the instructor says on a particular day otherwise) because you will be marked absent if you leave early.

***Students with perfect attendance will have two points added to their final grade.

Excused vs. Unexcused Absences:
Below is a description of what is considered an excused absence:
Valid excuses for excused absences are limited to health emergencies, 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. According to university policy, “Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.” [Refer to Stephen F. Austin State University’s Attendance Policy at http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf for more information.]
***Without written documentation that is presented to the instructor within one week from the day the student returns to class, the absence will automatically be considered unexcused. Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines for daily work due in class or on Brightspace during an excused absence, it is your responsibility to find out what you missed and arrange with me to make up the assignment within one week of returning to class. No daily work or in-class assignments may be made up unless your absence is excused.

Note: If you miss class and handouts were given out, to get a copy of the missed materials please look in the tray outside my office door (F286). Here you will find a folder labeled “ENG 132.009” and the papers inside the folder will be organized by date. Please take what you need and then carefully place the folder back in the tray. Handouts will be kept in the tray for one week after they are dispersed in class. If you are unable to get the handouts you missed before they are removed from the tray after one week of being dispersed in class, you may come by during office hours and I will be happy to give you the handouts.

Punctuality:
Occasional tardiness is understandable, but habitual tardiness is unacceptable. When you come in late, you disrupt class and likely have missed important information. Please be courteous to others and come to each class prepared and on time. If you are late and the attendance sign-in sheet has already been passed around, it is your responsibility to see me immediately after class to make sure you are counted present. Please remember that you will be counted absent if you are late more than 15 minutes. Please do your best to be habitually on time.

Note: I will not repeat information given in class to those who were late or absent. I suggest you check Brightspace and the syllabus calendar to see what you missed and get the phone number of a classmate in case you are ever absent. After completing these steps to see what was missed, if you need further clarification, please ask me.

LATE ASSIGNMENTS

Because the workforce you are preparing to enter after graduation is often deadline-oriented, to simulate this atmosphere, you are expected to turn in all assignments on time, and failure to do so will result in a grade deduction on the assignment for major essays/projects and, in the case of daily work assignments, peer review, and the final exam, the late assignment will not be accepted.

All assignments (major essays, projects, and daily work) are due at the start of class, no later than fifteen minutes into class, on the assigned due date.

Late Work (Daily Work):
Late daily work will not be accepted other than for excused absences with proper documentation and your one Free Late Daily Work Pass (see below for information on this). Late daily work that is covered by an excused absence must be submitted within one week from the day the student returns to class and before the last day of class.

Free Late Daily Work Pass:
Because I understand that life happens sometimes, each student has one free late daily work pass known as an “Oops”. To use it, write “Oops” clearly at the top of the completed assignment and turn it in within one week of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late daily work will be accepted without documentation of a
university-approved excused absence (see “Excused vs. Unexcused Absences” above for a description of excused absences).

**Late Work (Major Essays/Projects):**
Any major essays submitted after the start of class, *later than fifteen minutes into class*, on their due date will receive a 10 point deduction per calendar day. Essays over 5 days late will automatically receive a 0. Moreover, all major essays are to be submitted to the essay’s designated Brightspace dropbox and a hard copy must also be submitted to your instructor on the day the assignment is due. The hard copy is the one that I grade and write any feedback on and the electronic copy goes through the plagiarism checker turnitin.com.

Keep in mind, that if you submit your essay one way (either electronically or as a hard copy), but fail to submit the essay the second way on time, the essay will be considered late and is subject to the late work policy defined above. For instance, if you submit the electronic copy of an essay by class time on the essay’s due date, but fail to print and submit a hard copy until after class or up to 5 days later, the essay will be considered late and you will receive the 10 point deduction per day.

**Note:** There will be a separate dropbox for each major essay assignment on Brightspace. If you do not know how to submit an assignment online or how to post to discussion boards, please ask me or a peer. Not knowing how to submit to a dropbox or discussion board will not serve as an acceptable excuse for turning in an assignment late. Furthermore, if you are ever confused about where to turn in an assignment or about how to complete an assignment, please check the syllabus calendar first and then (if further clarification is needed) email me before the assignment is due. If you ask me after the fact, it will be too late and the assignment will be considered late.

Additionally, technology issues (“my laptop randomly deleted my file,” “Brightspace would not let me submit the assignment two minutes before it was due,” “the Wi-Fi was not working in my dorm,” etc.) are not an excuse for late work. You are encouraged to back up your work via multiple methods and leave yourself time enough for Brightspace submission issues when assignments must be submitted to Brightspace. If you are ever unable to submit an assignment to Brightspace because of an error with the Brightspace system, you should email me to let me know what is going on, with the assignment attached, prior to the due date. Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact Brightspace technical support to see about fixing the issue (see below for their contact information).

**Brightspace Technical Support:**
For Brightspace technical support, contact student support in the Center for Teaching and Learning (CTL) at ctl.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

**General Technical Support:**
For general computer support (not related to Brightspace), contact the Help Desk at 936-468-HELP (4357) or at Help.sfasu.edu. To learn more about using Brightspace, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

**ACCEPTABLE STUDENT BEHAVIOR & COURSE CITIZENSHIP**

**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). 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. Eating, sleeping, reading materials or doing assignments for other classes during this class are not acceptable. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

A Few Reasons You May Be Asked to Leave Class (And Will Receive an Unexcused Absence):
- You are being disrespectful to your instructor or to another student
- Sleeping
- Working on work for another class
- Consistently participating in side-conversations while others are talking (this includes your classmates and your instructor)
- Consistently not participating in group work
- Lack of engagement in class because you are distracted by your personal technology (such as a cell phone, laptop, etc.)

Note: You do not need to ask permission to go to the restroom. I only ask that you exit from, and reenter, the classroom with a minimum of disruption. Also, leaving class early will earn you an unexcused absence.

Course Citizenship:
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions of the material we read and examine. We may discuss sensitive or controversial topics as part of class in the process. Disagreement is expected and vital to learning how to express one’s position in a convincing way. That being said, we must cooperate to avoid showing disrespect towards others in class and/or their ideas, beliefs, or position, and to avoid any type of hate speech. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but do not simply react, do not speak over one another, and disagree with respect.

Note: If you choose to engage in any distracting or disrespectful behavior that disrupts the learning environment, you will be asked to leave the class and will be counted absent. An example of distracting behavior includes bringing noisy or smelly snacks to class. Be mindful and respectful to your fellow classmates and do not bring odorous or loud snacks to class.

Furthermore, the clock does not dismiss you. Please wait for me to dismiss you before you begin packing up. It is not only rude, it is disturbing to me and your classmates when the sounds of zippers and papers shuffling drown out what I, or your peer, may be saying at the end of class. If you wish to be listened to, then you must grant others that same courtesy by listening to them. You never know what information you could miss by being distracted. Likewise, your peers could miss information because your movement and noise distracted them. Please be courteous and wait to pack up.

*** Students who do not attend class regularly or who perform poorly on class assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.

NOTE-TAKING & ELECTRONICS

Note-Taking:
Taking notes in class is highly recommended. This gives you a record of class lectures and instructions, helps you internalize the material being taught, and provides you with valuable information for constructing your essays.

Electronics:
Please put away your cell phones and other electronic devices upon entering class unless you have a critical life situation that could require your attention. If your phone rings or notifies you of a text, silence it and put it away. In emergency situations, notify me before class begins that you need to leave your phone out because you are expecting an important phone call, then put the phone on silent or vibrate. If you do happen to receive the call you were waiting for during class, please quietly and quickly exit the classroom to take the call (please do not disrespect your classmates by answering the phone in class) and return quietly when you have completed the call.

Electronic devices are not to be used unless:
1) the instructor specifically says that students can use them for a class activity
2) you use a laptop or tablet for note-taking
3) you purchased a digital copy of the text assigned for this course

In the case of numbers 1, 2 and 3 above, if I find you surfing the web or doing other non-class related activities, you will be asked to put the device away. If I have to ask a second time, you will be asked to leave class and will receive an absence for the day. Please do not deprive yourself and your peers of the opportunity to learn something new.

*** No cell phones or other electronic devices are allowed out during a quiz or an exam.

ACADEMIC DISHONESTY & TURNITIN.COM

As I take plagiarism very seriously, please thoroughly read the policy outlined by SFASU below. If you have any questions about plagiarism, please ask me before submitting an assignment. You will sign and return a plagiarism statement acknowledging that you understand the definition of plagiarism and that you will refrain from doing it.

Academic Integrity (A-9.1):
Academic integrity is a 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.

Definition of Academic Dishonesty
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

Consequences of Academic Dishonesty in ENG 132.009:
Consequences for Plagiarizing-
If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involves penalties from an un-revisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately before submitting the assignment.

Note: Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. Do not be tempted to have other people “help” you write your papers. As students in this course, you will provide me a considerable amount of in-class writing, homework assignments, and essays, and I will get to know your writing style and voice. Departures from your normal style send up red flags. Do your own work please. I will catch you if you do not, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding an essay assignment, please come see me during office hours. I am always happy to help. To prevent running low on time and completing the essay at the last minute, start working on the essay a little at a time weeks in advance of the essay’s due date.

Consequences for Recycling Past Work:
I expect original work to be completed for this class. Do not resubmit work completed for a previous class to fulfill an assignment for this course. While the work is yours, and it is not technically plagiarism, it is unethical. Submitting old work does not demonstrate the new skills that you have learned from the current course you are in. Furthermore, it is an unfair advantage over your other classmates that do not have prior work they could submit. If you are interested in expanding upon a topic that you have already written on for a previous class, please discuss this with me beforehand to get approval and to ensure that it is handled appropriately. The consequences for recycling past work will be determined on a case-by-case basis.

Turnitin.com (Plagiarism Detector):
In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit your essays electronically to Brightspace dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote.

For a more detailed look at this process, visit http://www.turnitin.com.

WITHHELD GRADES

A grade of WH (for Withheld) will be granted only in rare circumstances. Here is the official SFASU Policy on withheld grades:

Semester 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

Your success in this class is important to me. If there are aspects of this course that prevent you from
learning or exclude you, please let me know as soon as possible. Together we will develop strategies to
meet both your needs and the requirements of the course. I encourage you to visit the Office of Disability
Services (ODS) to determine how you could improve your learning as well.

If you need official accommodations, you have a right to have those met. 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 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/.

DISCRIMINATION/SEXUAL HARRASSMENT

At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on
the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran
status, and such acts will not be permitted in this class. For additional information, consult Human
Resources Policy E-46.

YOUR RIGHTS UNDER TITLE IX

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that
affirms the rights and dignity of each individual. It is the policy of the university, in accordance with
federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including
sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that
all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of
the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are
required to report any information obtained about potential policy violation such as sexual assault,
domestic violence, and stalking to the university. This means that if you tell a faculty member about a
situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related
misconduct as outlined in Policy 2.13, the faculty member must share that information with the
University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not
have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

HELPFUL & FREE STUDENT RESOURCES

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.

Counseling Services:
The rigors of university pose unique forms of stress—stress that can significantly compound life’s other challenges. If you are experiencing mental and emotional distress or if you just need to gain a new perspective on personal issues, please make an appointment with a licensed counselor in SFASU’s Counseling Services department. These services are free to any enrolled student. Do make use of this excellent resource. They can be reached at (936) 468-2401. For more information, you can also go to www.sfasu.edu/counselingservices.

Food for Thought Student Food Pantry:
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. For more information, go to www.sfasu.edu/foodforthought or call the Office of the Dean of Student Affairs at (936) 468-7249.

The Steen Library’s Resources:
Whether you live on or off campus, and regardless of whether you are able to visit the Steen Library in person, there is a wide range of full-text materials (including articles, e-books, and more) that you can access through the library online for free. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The library also houses 3 computer labs that are free to students to use. Just be sure to check the schedule posted outside the labs to ensure that the lab is open and a class has not reserved the lab for the time you want to use it. If a class does occupy the lab, then please check the other labs for availability. You can also use other computers available throughout the library and there are many next to the LINC Lab.

- Info Lab 1- on the first floor by the circulation desk
- LINC Lab- on the first floor by the Technical Support Center
- Info Lab 2- on the second floor by the Center for Teaching and Learning

Need help finding and evaluating sources? The research librarian for students in English classes is:

Janie Richardson
(Do you have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here: http://libguides.sfasu.edu.)
## ENG 132.009 TENTATIVE COURSE SCHEDULE

This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace. The “Readings and Assignments” column lists what you should read and assignments that should be completed before that day’s class meeting.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS and ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27, 2019 (T)</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td><strong>Reminder:</strong> The “Syllabus Quiz” that you will take on Brightspace opens today and is due by class time on September 3rd.</td>
<td></td>
</tr>
<tr>
<td>August 29, 2019 (TH)</td>
<td>Read: in <em>Envision</em> (pp. 296-302)</td>
</tr>
<tr>
<td>Guest speaker- AARC</td>
<td>Assignment Due: Complete the Learning Preferences Assessment and bring it to class for submission.</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td>Reminder: The “Syllabus Quiz” that you will take on Brightspace is due by class time on September 3rd.</td>
</tr>
<tr>
<td>1) MLA page formatting</td>
<td></td>
</tr>
<tr>
<td>2) Discuss basic tips for creating an effective argument (in preparation for the Stand and Deliver assignment).</td>
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<tr>
<td>3) Discuss Learning Preferences Assessment results</td>
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<tr>
<td>4) Time management</td>
<td></td>
</tr>
<tr>
<td>*Stand and Deliver assignment introduced</td>
<td></td>
</tr>
<tr>
<td>September 3, 2019 (T)</td>
<td>Read: in <em>Envision</em> (pp. 110-116)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Assignment Due:</td>
</tr>
<tr>
<td>Guest speaker- Counseling Services</td>
<td>1) Sign up for a Stand and Deliver date by clicking on the Google Doc URL information posted to the Brightspace course page.</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td>2) Complete the “Syllabus Quiz” located on Brightspace.</td>
</tr>
<tr>
<td>1) Writing style (academic vs. informal tone)</td>
<td></td>
</tr>
<tr>
<td>2) Common writing problem areas: Run-on sentences</td>
<td></td>
</tr>
<tr>
<td>*Essay 1 introduced</td>
<td></td>
</tr>
<tr>
<td>Core objective skills addressed by Essay 1: Critical Thinking, Communication, Personal Responsibility</td>
<td></td>
</tr>
<tr>
<td>September 5, 2019 (TH)</td>
<td>Read: “Point of View” (Brightspace); “Word Choice” (Brightspace); Henry Grabar’s “Smartphones Are Killing Us—And Destroying Public Life” (Brightspace)</td>
</tr>
<tr>
<td>Guest speaker- Food for Thought</td>
<td>Assignment Due: None</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td></td>
</tr>
<tr>
<td>1) Writing style</td>
<td></td>
</tr>
<tr>
<td>• Point of view</td>
<td></td>
</tr>
<tr>
<td>• Word choice</td>
<td></td>
</tr>
</tbody>
</table>
- Active vs. passive voice
- Discuss Henry Grabar’s article
- Common writing problem areas: Sentence fragments

<table>
<thead>
<tr>
<th>September 10, 2019 (T)</th>
<th>Read: in Envision (pp. 265-269 &amp; 230-233); Kate Randazzo’s “In Defense of Modern Technology” (Brightspace)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Assignment Due: Complete “Run-On Sentences and Fragments” Worksheet</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td>Reminder: The “Plagiarism Quiz” that you will take on Brightspace opens today and is due by class time on September 17th.</td>
</tr>
<tr>
<td>1) Plagiarism</td>
<td></td>
</tr>
<tr>
<td>2) Sign plagiarism statement</td>
<td></td>
</tr>
<tr>
<td>3) Integrating sources into an essay</td>
<td></td>
</tr>
<tr>
<td>4) Discuss Kate Randazzo’s article</td>
<td></td>
</tr>
<tr>
<td>5) Common writing problem areas: Commas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 12, 2019 (TH)</th>
<th>Read: in Envision (pp. 198-202 &amp; 233-238); Nicholas Carr’s “Is Google Making Us Stupid?” (Brightspace); “Emphasizing Synthesis in Your Response” (Brightspace); “Form a Critical Response” (Brightspace)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td>Assignment Due: Discussion Board Post- To complete this assignment, you must:</td>
</tr>
<tr>
<td>1) Integrating sources into an essay</td>
<td>1) Write a 3-4 sentence summary of an entire movie (choose from one of the approved movies listed in the discussion board).</td>
</tr>
<tr>
<td>2) Signal Phrases</td>
<td>2) Then, offer advice/constructive feedback to at least 2 classmates about how they could improve their summary. [Is there a significant plot point they missed in their summary? Did they include an unnecessary (minor) detail? Did the summary miss the mark? . . .]</td>
</tr>
<tr>
<td>3) Synthesis (creating a dialogue with your sources)</td>
<td></td>
</tr>
<tr>
<td>4) Discuss Nicholas Carr’s article</td>
<td>Reminder: The “Plagiarism Quiz” that you will take on Brightspace is due by class time on September 17th.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 17, 2019 (T)</th>
<th>Read: in Envision (pp. 269-293)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td><strong>Assignments Due:</strong></td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td>1) Complete the “Plagiarism Quiz” located on Brightspace.</td>
</tr>
<tr>
<td>1) Documenting sources</td>
<td>2) Stand and Deliver #1 Due</td>
</tr>
<tr>
<td>2) In-text citations</td>
<td></td>
</tr>
<tr>
<td>3) Works cited entries: books, book chapters, journal articles, websites, interviews, YouTube videos</td>
<td></td>
</tr>
</tbody>
</table>

| September 19, 2019 (TH) | Read: in Envision (pp. 7-15 & 249-251) |
| **Peer Review** | **Assignment Due:** Draft of Essay 1  
*Submit an electronic copy to the Brightspace discussion board labeled “Essay 1 Draft”* |
| Meet in Steen Library, Room 102A (LINC Lab) |  |
| **Topics:** |  |
| 1) How to peer review |  |
| 2) Essay 1 partner peer review |  |
| 3) Peer review partner conference |  |
| 4) Individual essay workshop |  |
| September 24, 2019 (T) | **Read:** in *Envision* (pp. 75-78)  
**Assignment Due:** Final Draft of Essay 1  
*Submit an electronic copy to the Brightspace dropdownboard labeled “Essay 1 Final Draft” AND bring one hard copy of the essay to class for your instructor.* |
| **Week 5** |  |
| **Topics:** |  |
| 1) Essay 2 group meeting: Pick a topic and discuss group contract specifics. |  |
| 2) Rhetorical situation |  |
| 3) Debate #1 |  |
| *Essay 2 introduced* |  |
| Core objective skills addressed by Essay 2: Critical Thinking, Communication, Teamwork, Personal Responsibility, Social Responsibility |  |
| September 26, 2019 (TH) | **Read:** in *Envision* (pp. 50-74)  
**Assignment Due:** As a group, create a contract that outlines the following:  
- Meeting dates/times/locations  
- When you will meet to write the collaborative parts of the essay  
- How you can contact each other  
- The topic your group selected  
- The consequences (limited to Group Feedback Score Ratings) for varying degrees of participation or lack thereof  
- What you will do if a group member cannot make a meeting- Can they earn back points lost by making up the meeting? Will you make meeting minutes that they can read to get caught up with the rest of the group?  
- How you will deal with group issues (Remember that if I don’t know about it, I cannot help. Please don’t hesitate to notify me of any issues your group is facing so that your group’s project can stay on track.)  
- Lay out a timeline for completing the entire project |  |
| **Topics:** |  |
| 1) Essay 2 group meeting: Assign aspects of topic to each group member and find an individual article that corresponds with your aspect of the topic. |  |
| 2) Understanding strategies of persuasion  
  - Rhetorical appeals (ethos, pathos & logos) |  |
| *Only one member of the group needs to submit an
**electronic copy of the contract to the Brightspace discussion board labeled “Essay 2- Group Contract.”**

2) Then, **ALL** group members must respond to your group’s Discussion Board post to say that you agree to the terms outlined in the contract. (Even if you posted the contract, you must still electronically sign it. **For all group members, failing to individually electronically sign the contract will leave you with a 0 for the daily work assignment.**)

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**October 1, 2019 (T)**  
**Week 6**

**Topics:**
1) Essay 2 group meeting: Discuss individual articles to see what they say about the overarching topic being examined; this will help you to think about the discussion being had about your topic so that you will have an idea of what your group essay’s introduction will highlight.

2) Logical fallacies

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**Read:** in *Envision* (pp. 60-62); “Logical Fallacies” (Brightspace); Mike Snider’s “Study Confirms Link between Violent Video Games and Physical Aggression” (Brightspace); John Glynn’s “Guns and Games: The Relationship between Violent Video Games and Gun Crimes in America” (Brightspace)

**Assignments Due:**
1) The cast of Gilligan’s Island (Gilligan, the Skipper, Ginger, Marianne, Mr. and Mrs. Howell, and the Professor) are shipwrecked on an uninhabited island. After being stranded on the island for five months, everyone has begun to turn against one another. Who will be the last survivor on the island? Use ethos, pathos, and logos to explain who will be the last survivor on the island and why. Be creative! Feel free to tell me a story. 😊

*Submit to the Brightspace discussion board labeled “Rhetorical Appeals Practice”*

2) Stand and Deliver #2 Due

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**October 3, 2019 (TH)**

**Topics:**
1) Claim, evidence, and analysis
2) MEAL Plan
3) Strategies of argumentation
4) Discuss Mike Snider’s article & John Glynn’s article  
   - Large group activity- Respond to these questions with answers taken from the article your group was assigned; work as a team. Be sure to provide specific quotations from the text with page numbers to support your assertions for the questions below:
     1. What does the author claim?
     2. What evidence do they provide

**Read:** in *Envision* (pp. 42-50); “Recognizing the Elements of an Argument” (Brightspace)

**Assignments Due:**
1) Group Checkpoint #1 Due

2) Stand and Deliver #3 Due
<table>
<thead>
<tr>
<th>October 8, 2019 (T) Week 7</th>
<th>Read: in Envision (pp. 97-101, 108-109 &amp; 116-128)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Assignments Due:</strong></td>
</tr>
<tr>
<td>1) Essay 2 group meeting:</td>
<td>1) Group Checkpoint #2 Due</td>
</tr>
<tr>
<td>Work on collaborative</td>
<td>2) Complete the “Logical Fallacy Worksheet”</td>
</tr>
<tr>
<td>introduction and conclusion</td>
<td>and bring it to class for submission.</td>
</tr>
<tr>
<td>➢ Meet in Steen Library, Room 102A (LINC Lab)</td>
<td></td>
</tr>
<tr>
<td>2) Arrangement in argument</td>
<td></td>
</tr>
<tr>
<td>3) Aristotelian method of argumentation</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** There are other methods of argumentation available to use, but we will focus our attention on the most common method, the Aristotelian method. If you would like to know more about the other methods, which include the Toulmin method and Rogerian method, see Envision (pp. 102-107).

<table>
<thead>
<tr>
<th>October 10, 2019 (TH)</th>
<th>Read: in Envision (pp. 136-140, 156-162 &amp; 128-130)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Assignment Due:</strong></td>
</tr>
<tr>
<td>1) Essay 2 partner peer review</td>
<td>Draft of Individual Portion of Essay 2</td>
</tr>
</tbody>
</table>
| ➢ Meet in Steen Library, Room 102A (LINC Lab) | *
| 2) Peer review partner conference | *Submit an electronic copy to the Brightspace discussion board labeled “Essay 2 Draft” |
| 3) Individual essay workshop | |

<table>
<thead>
<tr>
<th>October 15, 2019 (T) Week 8</th>
<th>Read: in Envision (pp. 141-144)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Assignment Due:</strong></td>
</tr>
<tr>
<td>1) Debate #2</td>
<td>Final Draft of Essay 2</td>
</tr>
</tbody>
</table>
| 2) Look at sample Research Proposal | *
| 3) Planning research arguments | *Submit an electronic copy to the Brightspace dropbox labeled “Essay 2 Final Draft” AND bring one hard copy of the essay to class for your instructor. (Unlike the other essays, only one hard copy of the essay is needed per group.) |

Each group will then discuss their findings with the rest of the class.
Envision (pp. 136-155) will help you brainstorm topics.
4) Position paper genre

*Research project introduced- The Research Proposal and Essay 4 will be discussed today.

Core objective skills addressed by Essays 3 and 4: Critical Thinking, Communication, Personal Responsibility, Social Responsibility

<table>
<thead>
<tr>
<th>October 17, 2019 (TH)</th>
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<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td>Read: in Envision (pp. 144-155 &amp; 202-207)</td>
</tr>
<tr>
<td>1) Look at sample Annotated Bibliography</td>
<td><strong>Assignments Due:</strong></td>
</tr>
<tr>
<td>2) Planning research arguments</td>
<td>1) Brightspace Discussion Board Post- Do some research on your own to narrow down your list of five topics from October 15th to see which topics are viable and which are not. You will then write a discussion post that describes your research process and explains what you discovered in your research that led you to decide to eliminate or keep each of the five topics on your list of potential topics.</td>
</tr>
<tr>
<td>• Choose one prewriting technique for narrowing a topic identified in “At a Glance” on p. 150 to use in order to narrow down one research topic from your list of five you created on October 15th that you would like to pursue for your research project. Follow the steps necessary for each technique in order to complete the assignment. More details about each technique can be found on pp. 144-150 of Envision. (Write or draw your responses on paper.)</td>
<td>*Post to the Brightspace discussion board labeled “Research Project: Preliminary Topic Research”</td>
</tr>
<tr>
<td>*Research project introduced- Essay 3 will be discussed today.</td>
<td>2) Stand and Deliver #4 Due</td>
</tr>
<tr>
<td>Core objective skills addressed by Essays 3 and 4: Critical Thinking, Communication, Personal Responsibility, Social Responsibility</td>
<td></td>
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<tr>
<th>October 22, 2019 (T)</th>
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<tbody>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>Read:</strong> in Envision- “Finding and Evaluating Research Sources” (pp. 166-178)</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Assignment Due:</strong> Stand and Deliver #5 Due</td>
</tr>
<tr>
<td>1) Research skills (finding sources)</td>
<td></td>
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<tr>
<td>• Guest speaker- Janie Richardson</td>
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<tr>
<td>2) Research skills practice- Find sources for your research project</td>
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<th>October 24, 2019 (TH)</th>
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<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Read:</strong> in Envision- “Finding and Evaluating Research Sources (pp. 179-198)</td>
</tr>
<tr>
<td>1) Research skills (evaluating sources)</td>
<td><strong>Assignments Due:</strong></td>
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<tr>
<td>Date</td>
<td>Topics</td>
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<tr>
<td>October 29, 2019 (T)</td>
<td>• Guest speaker- Janie Richardson&lt;br&gt;• CRAAP test&lt;br&gt;• Scholarly vs. popular (credible) sources&lt;br&gt;2) Research skills practice-Find and evaluate sources for your research project</td>
</tr>
<tr>
<td></td>
<td><strong>Topics:</strong>&lt;br&gt;1) Argumentative thesis statements&lt;br&gt;2) Discuss Chris Truax’s article</td>
</tr>
<tr>
<td>October 31, 2019 (TH)</td>
<td><strong>Topics:</strong>&lt;br&gt;1) Organizing and writing research arguments&lt;br&gt;2) Essay 3 writing time&lt;br&gt;• Bring what you have written so far and a method to save your work to class today.&lt;br&gt;➢ Meet in Steen Library, Room 102A (LINC Lab)</td>
</tr>
<tr>
<td>November 5, 2019 (T)</td>
<td><strong>Topics:</strong>&lt;br&gt;1) Drafting research arguments&lt;br&gt;• Transitions&lt;br&gt;2) Discuss “Head-to-Head” article</td>
</tr>
</tbody>
</table>
November 7, 2019 (TH)

Peer Review

• Meet in Steen Library, Room 102A (LINC Lab)

**Topics:**
1) Essay 3 partner peer review
2) Peer review partner conference
3) Individual essay workshop

**Read:** None

**Assignment Due:** Draft of Essay 3

*Submit an electronic copy to the Brightspace discussion board labeled “Essay 3 Draft”

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November 12, 2019 (T)

**Week 12**

**Topics:**
1) Debate #3
2) Revising and editing research arguments
3) In-class activity: Post-it note Essay 4 outline

**Read:** in *Envision* (pp. 238-239 & 246-249)

**Assignment Due:** Final Draft of Essay 3

*Submit an electronic copy to the Brightspace dropbox labeled “Essay 3 Final Draft” AND bring one hard copy of the essay to class for your instructor.

---

November 14, 2019 (TH)

**Topic:** Essay 4 writing time

• Bring what you have written so far and a method to save your work to class today.
  ➢ Meet in Steen Library, Room 102A (LINC Lab)

**Read:** None

**Assignments Due:**
1) Brightspace Discussion Board- Post your working thesis for your problem-solution essay. Then, offer advice/constructive feedback to at least 2 classmates about how they could improve their thesis statement.

*Post to the Brightspace discussion board labeled “Essay 4 Working Thesis”

2) Stand and Deliver #10 Due

---

November 19, 2019 (T)

**Week 13**

**Topic:** Individual conference with instructor

**Read:** None

**Assignment Due:** Brightspace Discussion Board Post-
Using the idea you came up with for your upcoming paper (and your preliminary investigation information about your topic), post:
1) A prospective **formal** outline for your problem-solution paper
2) A brief explanation of why you chose to structure the paper in the way you did
3) Then, offer advice/constructive feedback to at least 2 classmates about how they could improve their outline.

**Note:** For information on developing a formal outline, see *Envision* (pp. 218-225). For a sample working
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic:</th>
<th>Read:</th>
<th>Assignment Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 21, 2019 (TH)</td>
<td>Individual conference with instructor</td>
<td>None</td>
<td>Brightspace Discussion Board Post-</td>
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<td>For this assignment, you must:</td>
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<td>1) Describe how you are doing in writing your</td>
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<td>argumentative position paper and discuss any</td>
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<td>challenges that you are facing.</td>
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<td>2) Then, respond to at least 2 other classmates with</td>
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<td>advice on how to overcome the challenges they are</td>
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<td>facing.</td>
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<td>*Post to the Brightspace discussion board labeled</td>
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<tr>
<td></td>
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<td>“Essay 4 Prospective Outline”</td>
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<tr>
<td>November 26, 2019 (T)</td>
<td>Thanksgiving Holiday; no class 😊</td>
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<tr>
<td>November 28, 2019 (TH)</td>
<td>Thanksgiving Holiday; no class 😊</td>
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<tr>
<td>December 3, 2019 (T)</td>
<td>Reading: None</td>
<td></td>
<td>Draft of Essay 4</td>
</tr>
<tr>
<td>Week 15</td>
<td>Peer Review</td>
<td></td>
<td>*Submit an electronic copy to the Brightspace</td>
</tr>
<tr>
<td></td>
<td>• Meet in Steen Library, Room 102A (LINC Lab)</td>
<td></td>
<td>discussion board labeled “Essay 4 Draft”</td>
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<td></td>
<td>Topics:</td>
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<tr>
<td></td>
<td>1) Essay 4 partner peer review</td>
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<td></td>
<td>2) Peer review partner conference</td>
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<td></td>
<td>3) Individual essay workshop</td>
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<tr>
<td>December 5, 2019 (TH)</td>
<td>Reading: None</td>
<td></td>
<td>Final Draft of Essay 4</td>
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<tr>
<td>Week 16</td>
<td>Topics:</td>
<td></td>
<td>*Submit an electronic copy to the Brightspace dropbox</td>
</tr>
<tr>
<td></td>
<td>1) Course evaluation</td>
<td></td>
<td>labeled “Essay 4 Final Draft” AND bring one hard</td>
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<tr>
<td></td>
<td>2) Course survey</td>
<td></td>
<td>copy of the essay to class for your instructor.</td>
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<td></td>
<td>3) Work on final exam presentation</td>
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<td></td>
<td>• Meet in Steen Library, Room 102A (LINC Lab)</td>
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<tr>
<td>December 10, 2019 (T)</td>
<td>Reading: None</td>
<td></td>
<td>Mock Conference Presentation</td>
</tr>
<tr>
<td>Week 16</td>
<td>Topic: Final Exam (8:00-10:30am)</td>
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<td>*Submit an electronic copy to the Brightspace</td>
</tr>
<tr>
<td></td>
<td>• Meet in normal classroom location for</td>
<td></td>
<td>discussion board labeled “Final Exam Mock Conference Presentation”</td>
</tr>
</tbody>
</table>
Peer Contact Info:

Name: ____________________________ Number: ____________________________
Email: ________________________________ (Use Brightspace Email Also)

Name: ____________________________ Number: ____________________________
Email: ________________________________ (Use Brightspace Email Also)