English 382.001 -- Reasoning and Writing
General Information and Syllabus
Department of English and Creative Writing
Fall 2019

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Phone: 468-2101 (English Office); 468-5533 (F178); CELL TBA*
Office: F 178
Office Hours: W 30 minutes before class and immediately following class **
On-line hours alternate M and TH 10:00 - 11:00 AM
Department: English
Class meeting time and place:

<table>
<thead>
<tr>
<th>ENG-382-001 REASONING AND WRITING</th>
<th>W</th>
<th>Main Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4:00 – 6:30 PM</td>
<td>T.E. Ferguson Liberal Arts 292</td>
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</table>

* Because I am on campus only in the evenings and because I share my office with another, please call the English Office and leave a message or leave me a text message unless you are calling during my office hours.

** TENTATIVE -- I will set permanent office house after the first class meetings of both my classes to ensure that the hours correspond with the needs of the students.

Description:

ENG 382 – focuses on “construction of argumentative critical analyses based on instructor- and student-selected topics. Prerequisite: C in English 131 and 132 or their equivalents and successful completion of English 273. College Bulletin, 2014-2015.

Additional Information:

Reasoning and Writing is a writing intensive course that builds upon freshman composition to further the development of students’ literacy skills. It is a study of the principals of correct and effective English expression through reading and writing. I will emphasize critical reading, research skills, and the argumentative writing process. You will use various rhetorical strategies for thinking through and writing about argumentative issues. You will also increase your awareness of objections to your positions and your appreciation for the opposition in any given argument. We will read and analyze various types of texts, and I expect that your reading will be both serious and in-depth and will extend beyond those texts assigned to other texts that you will use in support of your arguments. Because this course is a hybrid three “face-to-face” meetings will be required. Please refer to “NEWS” for information regarding the times and places of these meetings.
English Program Learning Outcomes:

1. Ability to apply and independently use all phases of the writing process, including invention, drafting, revising and editing, and producing and presenting formal essays and other non-fiction prose genres.

2. Ability to identify the elements of the rhetorical situation inherent in the arguments and research of others, including the purpose of the speaker, the needs of the audience(s), and the content and the context of the argument or research itself.

3. Ability to analyze the rhetorical fallacies related to the different types of rhetorical appeals (ethos, pathos, logos) in a given text or work.

4. Ability to identify, judge, and manage the rhetorical situations of their own compositions, including their own constraints as speakers, the needs of their audience(s), the most effective rhetorical appeals for their arguments, and the contextual limitations and opportunities impacting their work.

5. Ability to work effectively in teams on projects involving critical-thinking and problem-solving and to collaborate and report on solutions.

6. Skill and increased sophistication in explaining and developing topics at the paragraph and sentence level; the goal is continued improvement in writing complete, unified, clear, and coherent paragraphs composed of grammatically correct sentences.

7. Ability to independently apply critical thinking, composition and document design skills to arguments and other persuasive genres of writing across a range of disciplines.

8. The ability to conceive, write, and present a research-based argument and/or academic inquiry related to their own interests and academic goals, using both primary and secondary sources.

Student Learning Outcomes for ENG 382:

1. Students in compositions courses make application of these skills in the writing of argumentative essays and critical analyses, 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 brief arguments, like editorials, and well-developed essays. Written assignments will evidence the students’ command of these considerations: understanding of grammar mechanical and usage of Standard Written English and effective use of syntax, 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. Students will demonstrate skills including 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 learn
processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, specifically 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. Students will demonstrate 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, and service learning presentations. 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. Students will demonstrate 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.

Text and Materials:

This is a web-supported course, so materials not provided in class will be found on the web and in D2L.

You should have computer or pad (not cell phone) accessibility to read and review materials provided.

Weston, Anthony. *A Rulebook for Arguments*. 3rd ed. Hackett: Indianapolis, 2000.*** This edition is out-of-print and the bookstore does not have it. I have provided this text on D2L

Blue or black pens for in-class note-taking and out-of-class journal writing. NO assignment will be accepted in pencil.

For class discussion we will use essays which are available online; otherwise, I will provide you with the texts of each reading assignment.

Course Requirements and Description:

Reasoning and Writing is a writing intensive course that builds upon freshman composition to further the development of students’ literacy skills. It is a study of the principals of correct and effective English expression through reading and writing. I will emphasize critical reading/research skills and the argumentative writing process. You will use various rhetorical strategies
for thinking through and writing about argumentative issues. You will also increase your awareness of objections to your positions and your appreciation for the opposition in any given argument. You will read and be expected to analyze various types of texts, and I expect that your reading will be both serious and in-depth and will extend beyond those texts assigned to other texts that you will use in support of your arguments. Even though the principal aim of this class is that you will become a more competent and confident writer, class discussions are an important part of this class, so please have all assigned materials read prior to the class meeting so that you may contribute. In addition, service learning projects are an important facet of this course, and as such your participation in individual and group projects is mandatory.

Because this class requires civil discussion and personal interaction as necessary elements in the writing process, your being prepared to contribute and sometimes lead others is of utmost importance not only to yourself, but to others in the class, those you will encounter during the service learning project, and to your instructor. You will keep a journal in which I expect that you will respond to and comment on assigned readings, and you will write four (4) essays (1 in-class and 3 out-of-class, one of which is a major research project that counts as two paper grades). Each essay will follow the writing process (pre-writing activities, multiple drafts—handwritten and typed—and final drafting). You will submit all out-of-class papers in correct MLA form, and I expect that all papers will be grammatically, mechanically, and stylistically correct (please read and study Commendations and Corrections provided with this information).

Your success in this class depends upon your attention to and knowledge of the readings, your adherence to the tenants of college-level writing and Standard American English and with your fulfillment of other class responsibilities, including all service learning projects and visitations, if applicable this semester.

Course Requirements:

Even though the principle aim of this class is that you will become a more competent and confident writer, class discussions are an important part of this class, so please have all assigned materials read prior to the class meeting so that you may contribute. Your success in this class depends upon your attention to and knowledge of the readings and with your fulfillment of other class responsibilities. Because this class requires discussion as a necessary element in the writing process, your being prepared to contribute and sometimes lead others is of utmost importance not only to yourself, but to others in the class and to your instructor. You will keep a journal in which I expect that you will respond to and comment on assigned readings, and you will write four (4) major papers. Each paper will follow the writing process. You will submit all out-of-class papers in correct MLA form, and I expect that all papers will be grammatically, mechanically, and stylistically correct (please read and study Commendations and Corrections provided with this information).

You are to submit each paper to the instructor during the class meeting in which the paper is due. Generally I do not accept late assignments; please make note of the paper due dates and submit assignments by the time stated. If you know that you will have to miss class, you must contact me by email or in person so that we can arrange a time for you to turn in your paper. If
there is an emergency, email me as soon as possible after the emergency that you can. If you are having difficulty completing an assignment, please email me with any questions at least three days before the due date of the paper. Please remember that I am here to help you.

**Grade Criteria:**

Your final grade will be determined as follows:

- Journals, Quizzes, Discussions, Group Projects, and Participation: 20%
- Paper 1: Analyzing a Brief Argument: 20%
- Paper 2: Defending an Informed Position/Argument in Literature or Editorial: 20%
- Paper 3: Analytical Concept Writing about an Issue: 20%
- DUE DEAD WEEK
- Paper 4: Final -- Annotated Bibliography and Analysis of Sources: 20% *

* The final in this class (Paper 4) will be due DEAD week. The designation of Final Paper (Paper 4) will be determined at a later time in the semester.

**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.

Grading Policy:

You are to submit each major paper in correct MLA form to the instructor according to her instructions either during the class meeting in which the paper is due or to Drop Box in D2L prior to the class meeting in which it is due.

I do not accept late assignments, nor do I accept papers brought to class by anyone other than you yourself.

LATE PAPER/JOURNAL POLICY

With the exception of the final assignment which MUST BE SUBMITTED either PRIOR TO or DURING YOUR CLASS MEETING DEAD WEEK, papers that are submitted late (late defined as one week after their “DUE” date) because you missed the class during which the paper was due and you informed the instructor in advance of your absence are accepted, but a late penalty of up to 10 points will be assessed. No paper will be accepted more than one week after its due date unless the instructor and the student have conferenced and other arrangements have been made. Journals and quizzes that are submitted late (one week after their “DUE” date) will have a ten (10) point deduction made to
their earned grade. No journal or quiz will be accepted later than one week after its due date. Papers and Journals not submitted within these time frames or at all will receive 0s.

Classroom assignments such as Group Presentations or individual participation in class discussions for which participation grades are taken may not be made up. If you are responsible for any part of a Group Presentation, your attendance is required. Because I drop the lowest grade within the category of Journal, Quizzes, Discussions, Group Projects, and Participation, a missed grade may not affect your final grade in a significant manner; however, multiple missed assignments may have a substantial effect.

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.

Because policy dictates that regular and punctual attendance is required for all classes, laboratories, and other activities for which a student is registered, attendance in this class is required from the first class meeting until the last and your attendance in class will help your grade.

I expect you to arrive, if not early, at least on time for class and fully prepared with all required materials and assignments. If you are tardy more than fifteen minutes (15), I will mark you absent from that particular class. Three tardies of less than fifteen minutes constitute one absence.

In accordance with the official SFASU attendance policy, which allows for no more than three absences in a class that meets one time each week, you are allowed three absences for any reason you choose; however, I do not distinguish between “excused” or “unexcused” absences, nor do I grant “extra” absences for University-sponsored events or activities, for which I will receive prior official notification. As per the official SFASU attendance policy the student is responsible for all course content and assignments.

Upon your third absence from class (including accumulated tardies), I allow no more make-up work, and automatically you will receive an F in this class.

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.
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.

Withheld Grades Policy (A-54):
The following is taken from SFASU’s Policy Manual (2012), “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:
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/.

Course Calendar:
The calendar for assignments will be reported in NEWS and in the course calendar in Brightspace D2L. Please consult with D2L daily for updates.

Because of the nature of this course and its one-meeting-per-week status, you will receive installments of course calendars with each new paper assigned.

English 382.001 -Reasoning and Writing
Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course NEWS or on the discussion board.
All times listed are Central Standard Time.

## Unit 1: Analyzing a Brief Argument

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<tr>
<th>Class meets Week</th>
<th>Class topics, lecture and discussion</th>
<th>Assignments</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;August 28, 2019</td>
<td>Introduction to English 382 and Syllabus review&lt;br&gt;Unit 1 - Analyzing (A Brief) Argument -- CONTENTS&lt;br&gt;English 382 Argumentation introduction (5)&lt;br&gt;Sample Brief Arguments for class discussion and evaluation -- Quiz 1&lt;br&gt;Paper 1 TIPS for writing fall 2019</td>
<td>• Access and reread the syllabus for English 382;&lt;br&gt;• Read and study all assigned Introductory materials due September 4, 2019: Reasoning in Writing Fall 2019; Logical fallacies have the odd effect of initially making an Fall 2019; Clarity, Relevance, Truth; Deductive and Inductive Argument defined; 13 points for to abide by when writing; and BIASES; and Com and COM Fall 2019.&lt;br&gt;• Read and study Chapters I -IV and X in Weston's <em>A Handbook for Argument</em>&lt;br&gt;• Sample Brief Arguments -- Quiz 1 Due in class September 4, 2019</td>
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<td><strong>Week 2</strong>&lt;br&gt;September 4</td>
<td>Unit 1 continues&lt;br&gt;Sample Brief Argument with student responses Fall 2019 Scoring&lt;br&gt;Reasoning in Writing Fall 2019&lt;br&gt;Logical fallacies have the odd effect of initially making an Fall 2019&lt;br&gt;Clarity, Relevance, Truth; Deductive and Inductive Argument defined; 13 points for to abide by when writing; and BIASES&lt;br&gt;How To Analyze an Argument --Logos, Ethos, Pathos Form QUIZ 2&lt;br&gt;How to analyze an argument (Halpern 2018) Form Quiz 2 Alternative but not recommended</td>
<td>• Review any notes taken in relation to classroom discussion and materials presented&lt;br&gt;• Complete Pre-writing form -- Quiz 2&lt;br&gt;Complete Paper 1 -- Analyzing A Brief Argument for peer-review</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>DUE Details</td>
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<tr>
<td>Week 3</td>
<td>Unit 1 continues</td>
<td><strong>DUE in Class</strong> Paper 1 -- Analyzing a Brief Argument -- first draft for peer-review</td>
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<tr>
<td>September 11</td>
<td>Peer-review and scoring of Paper 1 first draft</td>
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<td>Week 4</td>
<td>Unit 2 -- Begins</td>
<td><strong>DUE in</strong> Paper 1 -- Analyzing a Brief Argument in DropBox no later than 4PM Wednesday, September 17, 2019</td>
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<td>September 17</td>
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