Syllabus
AKA The Place You Should Look for Answers to All Questions Concerning this Class
Before Emailing Your Professor

The Basics

ENG 132.018: Research & Argument
MWF 8-8:50 Ferguson 171

Meta Henty (Professor or Ms.)
hentym@sfasu.edu (preferred, but D2L email also okay)

Office & Office Hours: Liberal Arts North 245 (look for Wonder Woman on the door) MWF 8:55-9:55, 12-12:40 & by appointment

ISBN: 9780393602630, journal, $$ for drafts

Course Description

In this class, we will practice reading and writing with a focus on argument and research. We will engage in critical thinking and dialogue in order to analyze arguments in the world around us and craft original arguments to effect change in that world. This course emphasizes the writing process; class discussion, peer review, drafting, and revision are integral to the course and your success in it.

Official 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.

You will learn 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)

Students entering 132 should already:

- 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/COLLEGE HACKS

1. Take ownership of your learning, and do your own work.
2. Come to class. Find a buddy you can contact for information when you are absent.
3. Read/complete required material (and take notes) and assignments before coming to class.
4. In class: pay attention, listen, have your materials, participate, ask questions, take notes
5. Take peer review (and my feedback) and revision seriously.
6. Submit SOMETHING for every single assignment.
7. Come to office hours for help.
8. Communicate with me if you are struggling.
9. Take risks. Challenge yourself and your ideas. Don’t avoid difficult topics and questions. Write about things that interest you, and try to have fun.
10. Think about how this class can help you be a better writer, arguer, and communicator—and how that will help you in your other classes, career, or personal life—as opposed to simply considering it a requirement on the checklist.
COURSE POLICIES

Attendance

Attendance and active participation in this course are necessary. You have **four free excused absences—no notes, excuses, etc. are needed.** After four absences, **each additional absence will cause your final grade to drop by 5 points** (i.e., after 5 days, a 90 becomes an 85). **If you miss more than four weeks of class (12 days), you automatically fail the course.** Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will affect your grade. **Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.**

Being absent is not an excuse for missed information or assignments. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date. Extenuating circumstances should be reported to the Office of Student Rights and Responsibilities and me as soon as possible.

Submitting Work and Late Work

You will submit all assignments (except the writing journal), including rough drafts, to a **dropbox on D2L** as Microsoft Word document attachments that are in MLA format. Often, you will also be required to submit/bring printed copies to class; you must plan for this. Check the schedule.

Students are allowed **one free extension** during the semester. You may extend any one due date 72 hours (3 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, I **do not accept any late work.**

Technology issues (your own laptop, D2L, etc.) are **NOT an excuse for late work.** You are encouraged to back up your work via multiple methods and check for a D2L submission receipt. If you are ever unable to submit an assignment via D2L, you should email it to me prior to the due date instead.

Disability Policy

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/**.

Academic Dishonesty/Plagiarism

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called **PLAGIARISM**, which means using without credit the ideas or expressions of another. Self-Plagiarism consists of submitting previously submitted work again. If you want to revise an existing paper or write on similar topics for two classes, come speak to me (and any other professors involved). Penalties for plagiarism vary from failure of the plagiarized assignment to failure for the course. In all cases, it includes notification of the Dean’s office.

**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.

http://www.sfasu.edu/policies/academic_integrity.asp

**GRADING & ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Fallacy Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Journal (homework/in-class writing)</td>
<td>10%</td>
</tr>
<tr>
<td>Comparative Rhetorical Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Rogerian Argument</td>
<td>15%</td>
</tr>
<tr>
<td>Researched Argument</td>
<td>30%</td>
</tr>
<tr>
<td>(Annotated Bibliography 15%, Essay 15%)</td>
<td></td>
</tr>
<tr>
<td>Social/New Media Campaign w/Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>(Campaign 15%, Presentation 5%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

NOTE: If your grade is borderline, class participation, attendance, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

**Writing Journal 10%**

You will keep a writing journal (spiral or composition book) for the purposes of completing in-class assignments and homework. You may also use this space for reading and class notes. Many days, we will begin class with a writing activity; other times, you will be required to do process work (write your thesis, make an outline, etc.). These informal writings are designed to keep you on track with your reading and generate ideas for your writing. **You must bring your journal every day, and it will be periodically checked or taken up.** In-class activities cannot be made up, but the lowest two journal grades will be dropped.

**Grammar & Fallacy Presentations 10%**

Twice during the semester, you will be responsible for teaching (either alone or with a partner) an idea to the class in the form of a mini lesson. In one instance, you will present on a logical fallacy and in another you will present on a grammatical issue/rule. For each lesson, you may select the content from a provided list of options or propose your own lesson content. You will receive a detailed assignment sheet.

**Drafts/Workshops**

For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped in small groups, by the whole class, and/or by me.
Each draft should include an **author’s note** explaining to readers:

1) The state of your draft (first draft, third, etc.)
2) What you were trying to accomplish in this draft
3) What you think is going well
4) What you are having trouble with or would like advice on
5) Discussion of and response to small group feedback and revisions for any drafts subsequent to draft one

Drafts should be uploaded to the appropriate dropbox AND printed (enough copies for your group). **If you do not submit a draft, you cannot submit a final draft of that assignment; it will be a 0. If you submit your draft late or incomplete, it will affect your final grade on the essay.**

Save all drafts from workshops. When the essay is complete, you will turn these in so I can check for workshop participation and comments. **Missing workshop and/or failing to provide adequate feedback will affect your final grade on the essay.**

If you must miss a workshop due to being ill or other unavoidable circumstances, you may either 1) bring your draft to office hours for feedback from me or 2) visit the AARC (or submit to the OWL) with your draft and provide proof of this. With either option, the draft must be reviewed BEFORE the final draft is due. You may only do this once. **Your participation is necessary in this class.**

**Comparative Rhetorical Analysis 15%**

For this essay, you will find two different opinion articles that make an argument about the same topic, but to two different audiences. You will analyze the rhetorical situation and rhetorical techniques employed by each author, constructing an argument regarding the effectiveness of the two articles. You will receive a detailed assignment sheet.

**Rogerian Argument 15%**

For this essay, you will be required to write a specific style of argument: the Rogerian argument. This style of argument seeks to find common ground and a compromise. You will choose your own topics and sources, and I will approve them. You will receive a detailed assignment sheet.

**Researched Argument 30%**

This assignment consists of two parts, each of which is worth 15% of your final grade. First, you will brainstorm and develop a research question. As you conduct research to answer that question, you will compile an annotated bibliography of the sources you find. The annotated bibliography will be submitted and graded. For the second part, you will use that research in order to construct a written argument that answers your research question. You will receive a detailed assignment sheet.

**Social/New Media Campaign 20%**

For the last major assignment, you will work in groups to create a social media campaign specifically for SFA students. You will create a hashtag and design at least one platform for your campaign. You will also write a short paper explaining your rhetorical choices. This is worth 15%. During the final exam time, you will present your campaign and explain your rhetorical choices; the presentation is worth 5%. You will receive a detailed assignment sheet.