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.

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 D2L that you are responsible for reading. Please bring all assigned reading material to class on the day we are to discuss the material.

2. *Lumberjacks Write.* (Provided by the SFASU English department.)

3. Access to D2L and to a stapler

4. $$$ for printing essays

**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 1/30, 2/4, or 2/6 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 (depending on the number of people in your group, this will result in a final case study of 2,400-3,000 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.

3. 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.

4. 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 utilize sources that support your claim to show why the government should continue to fund the space program and speculate on the consequences that defunding the program may have on the future. In doing so, you will also need to address/refute the other side who argues for defunding the space program.

5. Stand and Deliver
Each student will randomly draw a position, either for or against, on an issue during the first week of classes; the day that you will be presenting on will also be listed on the paper you selected. 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 is as close to finished as possible) 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 receive feedback from your instructor about your draft. 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.
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 D2L discussion board that is specifically for that day’s discussion.

8. Quizzes
We will have quizzes over the readings you are assigned. 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. These quizzes will be announced during class, but you will complete them outside of class on D2L. Grades for quizzes and daily work assignments will both be applied toward the “Daily Work” grade category.

9. Conference
During the week of April 22-26th, 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 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 2 unexcused absences.

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 only be assigned in class and 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 & D2L

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 D2L 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 13-14 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 D2L Dropbox to be checked for plagiarism
- .doc or .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 D2L discussion posts
- have your name, your instructor’s name (Ms. Kramer), the course information (ENG 132.021), 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.”

**NOTE:** All D2L submissions should be saved as Microsoft Word (.doc or .docx) files, as Turnitin.com does not support Mac Pages. Assignments submitted in the wrong format will be considered late.

**Desire2Learn (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. 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 D2L:
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 “D2L” heading you will see the word “D2L” underlined. This is the link that will take you to D2L. Click on it.
4. You have now been transported into D2L. At the top of your screen you will see the words “Select a Course.” Click on it.
5. A drop-down menu will pop up that lists the classes you are enrolled in. Select ENG 132.021- Research & Argument.

NOTE: In the event that MySFA is down for some reason, you may also access D2L by going to: www.d2l.sfasu.edu

To access a discussion board while in D2L and complete discussion board assignments:
1. While you are inside the ENG 132.021 course page on D2L, 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 D2L system. I, and your classmates, will be able to see your response while in the D2L 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 15-16 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 D2L, then your post was not submitted to the discussion board.

To check your grades on D2L:
1. Log in to D2L and click on the title of 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 D2L, as well as any feedback posted that goes along with the assignment.
To check your attendance on D2L:
1. Log in to D2L and click on the title of 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 “Class Attendance” to see your personal attendance record.

*** I will also communicate with the class via D2L and/or SFASU email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your D2L/SFASU email daily, and for being aware of any information there.

OFFICE HOURS & EMAIL

Office Hours:
I will have five scheduled office hours each week. Three of these hours will be face-to-face and the remaining two hours 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 virtual office hours, I will be at my desk and on D2L, 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:
All emails sent to your instructor should be professional. In the email subject line please write ENG 132.021. 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 Monday’s, Wednesday’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; just keep in mind that there may be a delay in you receiving a response from me, given the date and time that your email was received in my inbox.

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, or email me.

**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.

**Breakdown of Course Grade:**

- 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 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.
6. The grade for the Research Proposal is multiplied by .05 retaining one number past the decimal point.
7. 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.
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: If at the end of the semester your grade is borderline, class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness will prevent a borderline grade from being raised.

***With that being said, 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 D2L, 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.

Below is an expanded (although still general) explanation of letter grades for this course:

A: 90-100 (excellent performance)= Students earning 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. An “A” is reserved for that work which expertly display’s ones ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate those ideas into clear, academic prose that has few, if any, grammatical errors.
B: 80-89 (above average performance)= Students earning 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 “B” is reserved for that work which adeptly display’s ones ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate those ideas into clear, academic prose. An “A” differs from a “B” in that a “B” still has few grammatical errors, but there are a bit more than a few. In addition, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79 (average performance)= Students earning 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 has several grammatical errors. In sum, a “C” means that a student read the assignment and followed its stipulations, but did so using simpler sentence construction and paragraph development. To improve, more focus should be placed on developing more complex critical thinking skills. In other words, thinking more deeply about a text, its meaning, and what makes up the text (for example- how the rhetorical appeals are used and to what purpose).

D: 60-69 (below average performance)= Students earning 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, the paper 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 undergone with many grammatical errors that confuse the meaning of sentences.

F: 0-59 (failure)= Students earning a grade of “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 did not give themself enough time to develop the paper. Furthermore, the grade of “F” is reserved for that work which does not engage the issues at hand, offers an incomplete summary of the work at hand with no critical engagement, and/or the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation due to numerous grammatical errors. If the work submitted is made up in part of plagiarized material or is entirely plagiarized an “F” will be granted. 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 word count) s/he may receive 0 points.

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, 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 5 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 D2L.

I take attendance at the beginning of class; arriving fifteen minutes or more 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 of 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 D2L 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 (F277). Here you will find a folder labeled “ENG 132.021” 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 15 minutes or more. I do make notes about behavior and lateness, so I will know if there is an issue in this area. Habitual tardiness will not help you if you have a borderline grade at the end of the semester (see page 10 for more on this). 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 D2L 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, you may ask me then.

**LATE ASSIGNMENTS**

**Late Work and Free Late Daily Work Pass:**
Each student has one (1) “Free Late Daily Work Pass”: 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).

As for late work, 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. Again, I will not accept late daily work other than for excused absences with proper documentation and your one Free Late Daily Work Pass. Late daily work that is covered by an excused absence must be submitted within one week of the date the assignment was due.

Major papers and projects turned in after the beginning of the class period (fifteen minutes after the start of class) on which they are due will be considered late. No late essays and projects will be accepted, except for your Free Essay Extension (see the “One Free Essay Extension” policy below for further details).

NOTE: There will be a separate Dropbox for each major essay assignment on D2L. 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 not turning in an assignment on time. 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,” “D2L 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 D2L submission issues when assignments must be submitted to D2L. If you are ever unable to submit an assignment to D2L because of an error with the D2L 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 D2L technical support to see about fixing the issue (see below for their contact information).

D2L Technical Support:
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l.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 D2L), contact the Technical Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.
One Free Essay Extension:
Students are allowed one free essay extension during the semester. You may extend any one essay due date 48 hours (2 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. If you cannot submit an assignment on the day it is due, you may submit it early. Extenuating circumstances should be reported to the Office of Student Rights and Responsibilities and your instructor as soon as possible.

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. I do make notes about behavior and lateness, so I will know if there is an issue in this area. Please follow instructions the first time given.

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

ACADEMIC INTEGRITY, PLAGIARISM, & ACADEMIC DISHONESTY

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.I):
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 132.021:
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. If you are running low on time to complete the assignment, consider using your one extension. 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 D2L 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 SEMESTER GRADES POLICY (A-54)

Ordinarily, 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. We will all need accommodations because we all learn differently. 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.

HELPFUL & FREE STUDENT RESOURCES

The Academic Assistance and Resource Center (AARC)
The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at (936) 468-4108.

Counseling Services
Counseling Services is a free service offered to SFASU students; they offer one-on-one counseling sessions. If you have something personal that is bothering you and would like to speak to a licensed counselor, you can call (936) 468-2401.
TENTATIVE COURSE SCHEDULE

This schedule is tentative. I reserve the right to change its contents and will post any changes made to D2L. 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>January 21, 2019 (M)</td>
<td>Martin Luther King Jr. Day; no class.</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>January 23, 2019 (W)</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>January 25, 2019 (F)</td>
<td>Read: <em>Envision</em> (pp. 296-302)</td>
</tr>
<tr>
<td>Topics:</td>
<td>Assignment Due: Complete the Learning Styles Assessment and bring it to class for submission.</td>
</tr>
<tr>
<td>1) Guest Speaker: AARC</td>
<td></td>
</tr>
<tr>
<td>2) MLA Page Formatting</td>
<td></td>
</tr>
<tr>
<td>*Stand and Deliver Assignment Introduced</td>
<td></td>
</tr>
<tr>
<td>January 28, 2019 (M)</td>
<td>Read: <em>Envision</em> (pp. 110-115)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Assignment Due: None</td>
</tr>
<tr>
<td>Topics:</td>
<td></td>
</tr>
<tr>
<td>1) Guest Speaker: Counseling Services</td>
<td></td>
</tr>
<tr>
<td>2) Writing Style (Academic vs. Informal Tone)</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>January 30, 2019 (W)</td>
<td>Read: &quot;Point of View&quot; (D2L); Henry Grabar’s “Smartphones Are Killing Us- And Destroying Public Life” (D2L)</td>
</tr>
<tr>
<td>Topics:</td>
<td>Assignment Due: None</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>
<tr>
<td>• Active vs. Passive voice</td>
<td></td>
</tr>
<tr>
<td>2) Discuss Henry Grabar’s “Smartphones Are Killing Us- And Destroying Public Life”</td>
<td></td>
</tr>
<tr>
<td>February 1, 2019 (F)</td>
<td>Read: <em>Envision</em> (pp. 266-269 &amp; 230-233)</td>
</tr>
<tr>
<td>Topics:</td>
<td>Assignment Due: None</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>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>February 4, 2019 (M)</td>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td></td>
<td>1) Integrating Sources into an Essay</td>
</tr>
<tr>
<td></td>
<td>2) Discuss Nicholas Carr’s “Is Google Making Us Stupid?”</td>
</tr>
<tr>
<td>February 6, 2019 (W)</td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td></td>
<td>1) Integrating Sources into an Essay</td>
</tr>
<tr>
<td></td>
<td>2) Discuss Kate Randazzo’s “In Defense of Modern Technology”</td>
</tr>
<tr>
<td>February 8, 2019 (F)</td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Documenting Sources</strong></td>
</tr>
<tr>
<td></td>
<td><strong>In-Text Citations</strong></td>
</tr>
<tr>
<td>February 11, 2019 (M)</td>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Documenting Sources</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Works Cited Entries- Books, Book Chapters, Journal Articles, Websites, Interviews</strong></td>
</tr>
<tr>
<td>February 13, 2019 (W)</td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td></td>
<td>1) How to Peer Review</td>
</tr>
<tr>
<td></td>
<td>2) Peer Review</td>
</tr>
<tr>
<td></td>
<td><strong>Meet in Steen Library, Room 102A (LINC Lab)</strong></td>
</tr>
<tr>
<td>February 15, 2019 (F)</td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Essay 2 Group Meeting</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Essay 2 Introduced</strong></td>
</tr>
<tr>
<td>Core Objective Skills Addressed by Essay 2: Critical Thinking, Communication, Teamwork, Personal Responsibility, Social Responsibility</td>
<td>Dropbox labeled “Essay 1 Final Draft” AND bring one hardcopy of the essay to class for your instructor.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>February 18, 2019 (M)</strong>&lt;br&gt;Week 5&lt;br&gt;Topics:&lt;br&gt;1) Essay 2 Group Meeting&lt;br&gt;2) Rhetorical Situation</td>
<td><strong>March 5, 2019 (W)</strong>&lt;br&gt;Week 6&lt;br&gt;Topics:&lt;br&gt;1) Essay 2 Group Meeting&lt;br&gt;2) Rhetorical Situation</td>
</tr>
</tbody>
</table>

**Read: Envision (pp. 7-12 & 75-78)**

**Assignments Due:**
1) As a group, create a contract that outlines the following:
   - Meeting dates/times/locations
   - The topic your group selected and who will write on what aspect of the topic
   - 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?
   - Will you report issues to your instructor? Trick question; the answer is yes. If I don’t know about it, I cannot help.
   - Lay out a timeline for completing the entire project

*Only one member of the group needs to submit an electronic copy of the contract to the D2L 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).*

3) Stand and Deliver #2 Due

**February 20, 2019 (W)**

**Topic: Understanding Strategies of Persuasion**

**Read: Envision (pp. 50-56 & 63-69)**

**Assignment Due: None**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 22, 2019 (F)</td>
<td>- Rhetorical Appeals (Ethos &amp; Pathos)</td>
<td><strong>Read: Envision</strong> (pp. 57-60 &amp; 70-74)</td>
<td><strong>Assignments Due:</strong>&lt;br&gt;1) Group Checkpoint Due&lt;br&gt;2) Stand and Deliver #3 Due</td>
</tr>
<tr>
<td></td>
<td><strong>Topics:</strong>&lt;br&gt;1) Essay 2 Group Meeting&lt;br&gt;2) Understanding Strategies of Persuasion&lt;br&gt;• Rhetorical Appeals (Logos)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 25, 2019 (M)</td>
<td><strong>Week 6</strong>&lt;br&gt;<strong>Topics:</strong>&lt;br&gt;1) Essay 2 Group Meeting&lt;br&gt;2) Debate #1</td>
<td><strong>Read: Envision</strong> (pp. 116-130)- To be discussed on March 11th</td>
<td><strong>Assignment Due:</strong> 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. 😊&lt;br&gt;*Submit to the D2L Discussion Board labeled “Rhetorical Appeals Practice”</td>
</tr>
<tr>
<td>February 27, 2019 (W)</td>
<td><strong>Topic: Writing Day (Work on Collaborative Introduction and Conclusion of Essay 2)</strong>&lt;br&gt;• Meet in Steen Library, Room 102A (LINC Lab)</td>
<td><strong>Read: Yvonne Roberts and Charlie Beckett’s “Should the Media Rethink How They Cover Disasters?” (D2L)</strong></td>
<td><strong>Assignment Due:</strong> None</td>
</tr>
<tr>
<td>March 1, 2019 (F)</td>
<td><strong>Topics:</strong>&lt;br&gt;1) Logical Fallacies&lt;br&gt;2) Discuss Yvonne Roberts and Charlie Beckett’s “Should the Media Rethink How They Cover Disasters?”</td>
<td><strong>Read: Envision</strong> (pp. 60-62); “Logical Fallacies” (D2L)</td>
<td><strong>Assignments Due:</strong>&lt;br&gt;1) Group Checkpoint Due&lt;br&gt;2) Stand and Deliver #4 Due</td>
</tr>
<tr>
<td>March 4, 2019 (M)</td>
<td><strong>Week 7</strong>&lt;br&gt;<strong>Topics:</strong>&lt;br&gt;1) Essay 2 Group Meeting</td>
<td><strong>Read:</strong> “Recognizing the Elements of an Argument” (D2L)</td>
<td><strong>Assignment Due:</strong> Stand and Deliver #5 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Activities</td>
<td>Read/Assignment Due</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mar 6, 2019 (W)</td>
<td>2) Logical Fallacies</td>
<td>Read: Dhrumil Mehta’s “The Media Really Has Neglected Puerto Rico” (D2L)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics:</td>
<td>Assignment Due: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Claim, Evidence, and Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Discuss Dhrumil Mehta’s “The Media Really Has Neglected Puerto Rico”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 8, 2019 (F)</td>
<td>Read: Envision (pp. 156-162)</td>
<td>Assignment Due: Complete Draft of Essay 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic: Peer Review</td>
<td>*Submit an electronic copy to the D2L Discussion Board labeled “Essay 2 Draft”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Meet in Steen Library, Room 102A (LINC Lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 11, 2019 (M)</td>
<td>Read: Envision (pp. 100-101)</td>
<td>Assignment Due: Final Draft of Essay 2</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Assignment Due: Complete Draft of Essay 2</td>
<td>*Submit an electronic copy to the D2L Dropbox labeled “Essay 2 Final Draft” AND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics:</td>
<td>bring one hardcopy of the essay to class for your instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Look at Sample Research Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) In-Class Activity: Having discussed Essay 4, brainstorm at least 5 possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>topics for your research project, using “At a Glance” on p. 142 for help. Also,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Envision (pp. 136-155) will help you brainstorm topics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Aristotelian Method of Argumentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Research Project Introduced - The Research Proposal and Essay 4 will be</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>discussed today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 13, 2019 (W)</td>
<td>Read: Envision (pp. 136-155)</td>
<td>Assignment Due: Stand and Deliver #6 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment Due: Stand and Deliver #6 Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Aristotelian Method of Argumentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Planning Research Arguments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 15, 2019 (F)</td>
<td>Read: Envision (pp. 202-207)</td>
<td>Assignment Due: Choose ONE prewriting technique for narrowing a topic identified in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment Due: Choose ONE prewriting technique for narrowing a topic identified</td>
<td>“At a Glance” on p. 150 to use in order to narrow down ONE research topic from your</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in “At a Glance” on p. 150 to use in order to narrow down ONE research topic from</td>
<td>initial list of 5 to write about for the research project. Follow the steps necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>your initial list of 5 to write about for the research project. Follow the</td>
<td>for the prewriting technique you choose in order to complete the assignment. More</td>
<td></td>
</tr>
<tr>
<td></td>
<td>steps necessary for the prewriting technique you choose in order to complete</td>
<td>details about</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the assignment. More details about</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Please bring Lumberjacks Write to class with you today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Research Project Introduced - Essay 3 will be</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
discussed today. Core objective skills addressed by Essays 3 and 4: Critical Thinking, Communication, Personal Responsibility, Social Responsibility. Each technique can be found on pp. 144-150 of *Envision.*

*Your responses should be written or drawn on notebook paper and submitted in class.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 18, 2019 (M)</td>
<td><strong>Spring Break (no class)</strong></td>
</tr>
<tr>
<td>March 20, 2019 (W)</td>
<td><strong>Spring Break (no class)</strong></td>
</tr>
<tr>
<td>March 22, 2019 (F)</td>
<td><strong>Spring Break (no class)</strong></td>
</tr>
<tr>
<td>March 25, 2019 (M)</td>
<td><strong>Read: Envision (pp. 166-178)</strong>&lt;br&gt;<strong>Assignment Due: None</strong></td>
</tr>
<tr>
<td>March 27, 2019 (W)</td>
<td><strong>Read: Envision (pp. 179-198)</strong>&lt;br&gt;<strong>Assignment Due: Research Proposal</strong></td>
</tr>
<tr>
<td>March 29, 2019 (F)</td>
<td><strong>Read: None</strong>&lt;br&gt;<strong>Assignment Due: Stand and Deliver #7</strong></td>
</tr>
</tbody>
</table>
| April 1, 2019 (M)     | **Read: None**<br>**Assignment Due: D2L Discussion Board**<br>Using the list of potential sources you collected during our in-class activity on 3/29, apply each to the CRAAP Test to weed out the credible sources you can use. Then post:<br>• Your original source list,<br>• Your updated source list with the non-
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 3, 2019 (W)</td>
<td>Argumentative Thesis Statements</td>
<td><em>Read: Envision (pp. 29-32)</em></td>
<td><em>Assignment Due: None</em></td>
</tr>
<tr>
<td>April 5, 2019 (F)</td>
<td>Strategies of Argumentation</td>
<td><em>Read: Envision (pp. 42-50)</em></td>
<td><em>Assignment Due: Stand and Deliver #8</em></td>
</tr>
</tbody>
</table>
| April 8, 2019 (M)   | 1) Arrangement in Argument  
2) Synthesis  
Week 12            | *Read: Envision (pp. 97-100 & 108-109); Form a Critical Response” (D2L); “Emphasizing Synthesis in Your Response” (D2L) | *Assignment Due: Stand and Deliver #9* |
| April 10, 2019 (W)  | 1) Discuss Adam Lawler’s “Head-to-Head: Should There be Limits on Freedom of Speech”  
2) Organizing and Writing Research Arguments  
3) Outlining Essay 4 | *Read: Envision (pp. 212-228); Adam Lawler’s “Head-to-Head: Should There be Limits on Freedom of Speech” (D2L) | *Assignment Due: None* |
| April 12, 2019 (F)  | Transitions                       | *Read: Envision (pp. 229-230)* | *Assignment Due: Stand and Deliver #10* |
| April 15, 2019 (M)  | 1) Discuss Chris Truax’s “Mob Rule? Forget It. The First Amendment Is Not a License to Protest Anywhere, Anytime”  
Week 13          | *Read: Chris Truax’s “Mob Rule? Forget It. The First Amendment Is Not a License to Protest Anywhere, Anytime” (D2L) | *Assignment Due: Complete Draft of Essay 3* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read:</th>
<th>Assignment Due:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 17, 2019 (W)</td>
<td>Protest Anywhere, Anytime” 2) Peer Review</td>
<td></td>
<td>*Submit an electronic copy to the D2L Discussion Board labeled “Essay 3 Draft”</td>
<td>*Meet in Steen Library, Room 102A (LINC Lab)</td>
</tr>
<tr>
<td></td>
<td>Meet in Steen Library, Room 102A (LINC Lab)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Submit an electronic copy to the D2L Discussion Board labeled “Essay 3 Draft”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 17, 2019 (W)</td>
<td>Topics: 1) Debate #3 2) Revising and Editing Research Arguments</td>
<td>Read:</td>
<td>Assignment Due: Final Draft of Essay 3</td>
<td>*Submit an electronic copy to the D2L Dropbox labeled “Essay 3 Final Draft” AND bring one hardcopy of the essay to class for your instructor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Envision (pp. 246-248 &amp; 238-239)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 19, 2019 (F)</td>
<td>Easter Holiday (no class)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 22, 2019 (M)</td>
<td>Week 14</td>
<td>Read:</td>
<td>Assignment Due: D2L 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.</td>
<td>*Post to the D2L Discussion Board labeled “Essay 4 Working Thesis”</td>
</tr>
<tr>
<td></td>
<td>Topic: Conferences</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 24, 2019 (W)</td>
<td>Topic: Conferences</td>
<td>Read:</td>
<td>Assignment Due: D2L Discussion Board Post- Using the idea you came up with for your upcoming paper (and your preliminary investigation information about your topic), type up a prospective outline for your problem-solution paper that includes prospective topic sentences for each paragraph and post it to the D2L discussion board with a brief explanation of why you chose to structure the paper in this way. Then respond to two other classmates’ paper outlines.</td>
<td>*Post to the D2L Discussion Board labeled “Essay 4 Prospective Outline”</td>
</tr>
<tr>
<td>April 26, 2019 (F)</td>
<td></td>
<td>Read:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
| Topic: Conferences | Assignment Due: D2L Discussion Board-Status Check: Describe how you are doing in writing your argumentative position paper and discuss any challenges that you are facing. Then respond to at least two other classmates with advice on how to overcome the challenges they are facing.  
*Post to the D2L Discussion Board labeled “Status Check”*

| April 29, 2019 (M)  
Week 15 | Read: None  
Assignment Due: None |
|---|---|

| Topic: Writing Day!  
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  
Assignment Due: None |
|---|---|

| May 1, 2019 (W)  
Topic: Writing Day!  
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  
Assignment Due: None |
|---|---|

| May 3, 2019 (F)  
Topic: Discuss Mike Snider’s “Study Confirms Link between Violent Video Games and Physical Aggression” and John Glynn’s “Guns and Games: The Relationship between Violent Video Games and Gun Crimes in America” | Read: Mike Snider’s “Study Confirms Link between Violent Video Games and Physical Aggression” (D2L); John Glynn’s “Guns and Games: The Relationship between Violent Video Games and Gun Crimes in America” (D2L)  
Assignment Due: Stand and Deliver #11 |
|---|---|

| May 6, 2019 (M)  
Week 16  
Topic: Peer Review  
- Meet in Steen Library, Room 102A (LINC Lab) | Read: None  
Assignment Due: Complete Draft of Essay 4  
*Submit an electronic copy to the D2L Discussion Board labeled “Essay 4 Draft”* |
|---|---|

<p>| May 8, 2019 (W) | Read: None |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| May 10, 2019 (F) | 1) Course Wrap Up  
2) Course Evaluation  
3) Work on Final Exam Presentation  
   - Meet in Steen Library, Room 102A (LINC Lab) | Final Draft of Essay 4  
*Submit an electronic copy to the D2L Dropbox labeled “Essay 4 Final Draft” AND bring one hardcopy of the essay to class for your instructor. |
| May 13, 2019 (M) | Final Exam 10:30am-12:30pm                                             | Mock Conference                                                                 |
|               | **Assignment Due:** D2L Discussion Board-  
In 300-600 words, reflect on the skills you have learned in this course and the ways in which those skills are transferrable into the classes you take for your major.  
*Post to the D2L Discussion Board labeled “Reflection” |