Spring 2019

English 132.026 Research and Argument

Department of English, SFASU

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Office Hours: TR 9:15-11:00
3:15-4:00

Meeting Times and Location:

Class 11:00am-12:15 pm TR T. E. Ferguson Liberal Arts 171

Description:

ENG 132 – Research and Argument: “Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.” College Bulletin, 2012-2013.

Additional Information:

English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first half of English 132 focuses analyzing and interpreting a set of essays and how they relate to one another. These skills are then moved on to researching, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course is a longer, researched essay meant to demonstrate the skills students have learned in both English 131 and 132.
As opposed to English 131, English 132 begins to focus on more college-oriented skills. Moreover, English 132 is also a bit more rigorous and demanding. As such, I have designed this course to stretch your reading comprehension, writing, and critical thinking skills. Moreover, the second half of the semester focuses on research and information literacy, both of which are invaluable in a college setting.

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

**General Education Core Curriculum Objectives:**

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are: 1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. 2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication. 3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal. 4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**English Program Learning Outcomes:**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes for ENG 132:**

ENG 132 learning outcomes are the goals that students must meet as part of the Freshman Composition core curriculum requirements, which include:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos); a research essay is the culminating writing of this course; students will learn appropriate research methodologies, how to evaluate secondary sources, and to synthesize the ideas of others in their arguments.

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including persuasive, analytical, and argumentative methodologies.
Students will write several essays; the culminating assignment will be an argumentative, research-based essay, and rubrics will assess such concerns as development and exploration, mechanical clarity, interpretation or expression of ideas, and effective use of research methodologies.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous secondary sources, to determine the credibility and value of those sources, and to understand how argumentative methodologies bear responsibility and consequence.

**Required Texts and Materials:** *A spiral notebook for your journal entries.* *Lumberjacks Write* fourth edition (provided by the Department of English)

**Course Requirements:**

All writing assignments done outside of class must be typed and stapled in the top left corner. All students will be graded on their ability to (1) Achieve the goal of that assignment (2) Efficiently and effectively communicate (3) Properly format the work and (4) Avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

All major assignments (Diagnostic, analysis, synthesis/argument, and research paper) will be submitted to a turn-it-in box on blackboard and graded electronically. Materials for the major assignment will be turned in during class. We will go over the procedure for doing so when necessary.

**Grades:**

**Grading Weights:**

Essay 1: Summary and Critical Analysis (3-4 Pages) 20%

Essay 2: Synthesis and Critical Analysis Group Work (5-6 Pages) 10%

Essay 3: Annotated Bibliography (10 entries) 10%

Essay 4: Research/Argument: Assessment (6-7 Pages) 25%

Daily (Journal, In-Class Participation): 15%

Daily Quizzes: 10%

Final Exam (Timed Writing) 10%
Your running points/grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned: Scale TBD by individual instructor.

**Journal Requirements:** You must provide a journal that will be used exclusively for journal entries. All notes will need to be taken in a separate notebook. At the beginning of class, there will be several days where you will write for 15 minutes in your journal from a prompt I have provided. If you meet my requirement, you will get full credit for that entry, and if you are tardy or absent or do not meet the requirements, you will get a zero for that entry. Entries cannot be made up unless you have an excused absence and only during my office hours. You must make up any missed entries within one week. There journal entries are also used to track attendance. Again, if you are tardy then you do not get credit for that journal entry and coming to late twice equals an unexcused absence. You lose 5 points for each entry that does not meet the requirements.

**Grade Criteria:**

Grading Standard:

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

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

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

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

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

Attendance:

The attendance policy for this course is the official SFASU policy as stated at: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

In other words, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence’s excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

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.
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: • using or attempting to use unauthorized materials on any class assignment or exam; • falsifying or inventing of any information, including citations, on an assignment; • helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: • submitting an assignment as one's own work when it is at least partly the work of another person; • submitting a work that has been purchased or otherwise obtained from the Internet or another source; • incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure: 1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved. 2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision. 3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade. 4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination. 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/.
132 Fall 2017 School Calendar

This gives you a general idea of the material we will be covering during the semester. There will be some days where we are able to cover more ground than anticipated and others where we may need to focus longer on some elements (such as grammar or revision). In other words this schedule is not concrete and may change according to need; therefore, if you are absent and unsure what you have missed please remember to consult your in-class partner. As the semester goes on the schedule will become more fluid as each class defines its own strengths and weaknesses. Homework is listed below and there may be additional homework outline during the class period. You are responsible for contacting your in-class partner in order to determine any information you miss due to tardiness or absence. Do not contact me for this information unless it is in person during my office hours.

Week 1

Jan 22/Tuesday Review of Syllabus/Introduction to the Course/Student introductions/ The Rhetorical Triangle. Ethos, Pathos, Logos.

Homework: Read Essay on Crappy First Drafts (expect a quiz over it)

Jan 24/Thursday/Discuss essay on Crappy First Drafts/ Summary, paraphrase and quotation /Outline first essay assignment including expectations for Prezi

Homework: Read Stephen King Essay

Week 2

Jan 29/Tuesday/Go over Prezi about the Stephen King Essay

Homework: Read David Foster Wallace Essays

Jan 31/Thursday/ Discuss David Foster Wallace Essays/Watch David Foster Wallace video

Homework: Complete your Prezi

Week 3

Feb 5/Tuesday/Cover the first 10 Prezis

Feb 7/Thursday/Cover the last 10 Prezis

Week 4

Feb 12/Tuesday/ Read and discuss sample essay/ Discuss any student issues with the essay. How to create a works cited and use intext citations.

Homework: Complete your essay

Feb 14/Thursday/ discuss logical fallacies/ identify at least one logical fallacy within your essay/ Discuss the importance of thorough revision.
Homework: Bring completed essay to class (10% of grade: must have a hard copy and must meet the assignment requirements or you will lose this percentage. No exceptions).

Week 5

Feb 19/Tuesday/ Peer Review for Essay 1 (10% of grade: must have a hard copy and must meet the assignment requirements or you will lose this percentage. No exceptions).

Homework: Essay 1 must be submitted through D2L before class begins on Thursday February 21. If it is improperly submitted you lose 10% for each day it is late (including the weekend).

Feb 21/Thursday/divide the class into groups/Second Essay Assignment
Homework: Each group must write a pitch that is typed and formatted according to MLA.

Week 6

Feb 26/Tuesday/ Present the pitches to class for 10% of essay grade.

Homework: Begin making Prezis and writing essay

Feb 28/Thursday *Class and office hours are cancelled and this will be used as a research day*

Homework: Work on essay.

Week 7

Mar 5/Tuesday/ Video on plagiarism/Discuss in text citations and works cited in detail.

Homework: Work on Prezi and Essay. Bring the opening paragraph/hook to class.

Mar 7//Thursday/ Watch video on the wealth distribution in America/Discuss opening paragraphs.

Homework: Finish Prezi/Work on all components of the essay

Week 8

Mar 12/Tuesday/Present the Prezis

Mar 14/Thursday/Allow class time to finish the essay and ask instructor any questions about the components including works cited page and in-text citations

Homework: A hardcopy of Essay 2 is due on Tuesday March 26 at the beginning of class (if this is even a minute late it is -10%).

Week 9 Spring Break

Week 10

Mar 26/Tuesday/Peer and self-evaluation for the second essay/Begin to think about final big essay.

Mar 28/Thursday/Discuss 3rd essay requirements/ Read all essays to class and vote for best essay/
Homework: Bring a completed annotation to class on April 9th.

Week 11
Conference Week (no class)

Week 12

Apr 9/Tuesday/ Discuss annotations

Homework: Work on your annotated bibliography/ students bring videos or essays to class for class discussions on November April 11th. Note: this presentation will be a double quiz grade.

Apr 11/Thursday/10 Students present videos

Week 13

Apr 16/Tuesday/10 Students present videos Homework: Work on Essay 3.

Apr 18/ Easter

Week 14

Apr 23/Tuesday/10 Students present videos/ Homework: Essay 3 is due to be turned in online on Apr 25 before class.

Apr 25/Thursday/ Present sources. Be writing and drafting your 4th essay.

Week 15

Apr 30/Present sources. Be writing and drafting your 4th essay. Homework: Peer Review on May 2nd. Final journal grades will be entered on May 2nd (make certain you have your journals in class).

May 2/Peer Review

Week 16 Dead Week

May 7/Watch first part of Documentary. Homework: Essay 4 must be submitted online by Thursday May 9th) before class begins.

May 9/Watch Documentary and take precise notes for the final exam.

Week 17 Final Examination Week