English 132.003
Research and Argument
TR 8:00-9:15   F182
Spring 2019

Professor: William Harris
E-mail: wharris@sfasu.edu
Office Phone: 936-468-1989
Office: F 291
Office Hours: By appointment only

Texts:  
Discovering Arguments: An Introduction to Critical Thinking, Writing, and Style.
Lumberjacks Write!: SFA Composition Manual.

Grades:  
Three essays 100 points each = 300 points
One research paper 200 points
One annotated bibliography 50 points
Five email blogs 20 points each = 100 points
One Final essay exam 50
Total possible points = 700 points.

A ≥ 630   B ≥ 560   C ≥ 490   D ≥ 420   F ≥ 350

Essays:  
Will be typed, DS, 1 inch margins, 12 point Times New Roman font. Name and Date in top right hand corner, title centered with 1 line above and 1 line below. Indent paragraphs. Staples only! The final version of each essay must also be submitted to the Dropbox in Desire2Learn.

Annotated Bibliography:  
Employing research techniques learned in class, the student will find 10 sources for their proposed research topic and summarize its content and how the topic of the source will aid in their own argument for the Research/Argument Paper. More information and details will be provided closer to the due date.

Research/Argument Paper:  
The final paper for the class will be a Researched Argument Paper that will be 8-10 pages in length in which the student will develop a well-researched and sound argument concerning the topic approved by the instructor in the Research Proposal. This paper will require 10 to 12 sources. This paper will display the research and analytic skills the student has developed over the course this class and ENG 131. More information and details will be provided closer to the due date.

Email Blogs:  
Must be a minimum of 700 words. Are due on or before midnight on Wednesdays. Will be submitted through the D2L email. Grammar and Punctuation Count!
I only check D2L for email blogs! Use wharris@sfasu.edu for all other correspondences.

Grading Method for Essays & Research paper: Each essay grade will have three components: 50% for content, 25% for organization, and 25% for mechanics and grammar.

Late Work: Ten (10) points will be deducted for each day the essay is late. However, you will earn zero (0) points if you fail to turn in an essay!!

Texting: Students who text or play on phone during class time will be counted academically absent.

Attendance: Students are only allowed six absences either excused or unexcused. Any additional absences will result in automatic failure of the course. Valid excuses are limited to health, 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. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. See: http://www.sfasu.edu/policies/class-attendance-6.7.pdf

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

Course Citizenship: Eating, sleeping, or reading other materials during class are not acceptable. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity. Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class will be counted academically absent for the day.

Assignment Submission: All written work will be submitted electronically via D2L. Assignments are due by class time on their due date. All files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will not accept Rich Text Format or Word Perfect, for example.

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 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.

COURSE OUTCOMES

General Education Core Curriculum Objectives:
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 objectives for all core courses: 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.

English 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.

English 132 Learning Outcomes
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.

What Does My Grade Mean?

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete and polished drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
</tr>
<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits complete drafts of all papers for instructor and peer feedback; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.</td>
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<tr>
<td>D</td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of at least three papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]</td>
</tr>
<tr>
<td>F</td>
<td>Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not buying or printing the course texts or not making up missed material); never volunteers, or doesn’t respond when prompted; submits drafts of two or fewer papers, which may sometimes or always be incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.</td>
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Grading Standard:
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.
Academic Integrity: Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.


Course Evaluations: Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

The Academic Assistance and Resource Center: The AARC offer 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.

Withheld 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.

Accommodations: 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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.