Course description:

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.” SFASU College Bulletin, 2012-2013.

Additional Description: 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 part of English 132 considers the components of critical reading and argumentation; students focus on analyzing and interpreting a set of essays and how they relate to one another. These skills then are applied to researching and documentation, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course requires longer, researched argumentative essays meant to demonstrate the skills students have learned in both English 131 and 132.

English 132 covers all aspects of writing concerning critical analysis, argumentation, and research/reports. The 132 student will gather, read, summarize, and synthesize--in general utilize--information from various sources about given contemporary topics; students will then incorporate this information into literate, rhetorically-controlled responses (essays and research papers) which indicate their awareness of varying audiences and methods of argumentation. As opposed to English 131, English 132 begins to focus on more college-oriented skills. English 132 is more rigorous and demanding. As such, I have designed this course to stretch students’ reading comprehension, information literacy, composition, and critical thinking skills. This section of English 132 is designed for students to develop arguments in their chosen career fields. Essays 2, 3, 4 will be developed as approved argumentative topics that tie to each individual’s major area of study.
Remember, if you took English 131 and made lower than a C, you should not be enrolled in English 132. You must re-enroll 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.

**Required Texts**

*Lumberjack’s Write 3rd ed.* (provided by the Department of English and Creative Writing)

**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.

**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 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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.
The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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**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.

Coursework Requirements and Grading Policy

- The final course grade will be determined by 2 Position Papers (25 points each), a Position
  Essay (50 points), and a Final Research Paper (100 points written and graded in steps). Pay
  close attention to the submission guidelines for each assignment. Assignments are to be
typed, stapled, and handed to me at the beginning of the class that they are due. You may
hand it in early before or after a class in advance of the due date, during my office hours, or
you may ask someone else to bring it to me. Under no circumstances should anything ever be
turned into the office, slid under my door, or pinned/stapled outside of my door. I only
accept late work under extreme circumstances and for a penalty of my discretion.

- You may bring drafts to my office hours. Having me look at a draft in no way guarantees
  you a passing grade; I am providing guidance and specific feedback. I look at the main
  aspects of your paper (i.e., I do not read the entire paper) and make general comments. For
  mechanical errors e.g., fragments, comma splices, run-ons, you can find further assistance at
  the AARC: http://library.sfasu.edu/aarc/

- Some notes about my office hours: Students don’t need an appointment to see me during
  office hours; please stop by, but realize that during weeks when assignments are due, office
hours will usually be quite busy. I divide my time by how many students are waiting. Also, if I am with a student, please make sure that I see you and know that you are waiting--do not walk into my office when I am with another student. If you are turning something in, you don’t need to wait--please just excuse yourself and hand me your paper.

**Final Course Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>89.9%-80%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>79.9%-70%</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>69.9%-60%</td>
<td>Below Avg.</td>
</tr>
<tr>
<td>F</td>
<td>59.9% and below</td>
<td>Below Avg.</td>
</tr>
</tbody>
</table>

**Definition of Grades**

For an A: Student meets and far exceeds the expectations for the assignment. Their writing demonstrates an understanding of all the key concepts needed to effectively complete the piece of writing. The paper has few, if any, grammatical and syntactical errors. I think, “This is exemplary work.”

For a B: The student meets and exceeds the expectations for the assignment. Their writing demonstrates an understanding of most of the key concepts needed to effectively complete the piece of writing. The student has a few (2-3 repeated) grammatical errors and other problems. I think, “This is excellent work, but needs some polish.”

For a C: The student meets the expectations for the assignment. Their writing demonstrates an average understanding of most of the key concepts; however, there may be one or two that they have a problem with. The paper has several (4-8 repeated) grammatical errors. I think, “This is the average of what I expected.”

For a D: The student does not meet at least one expectation for the assignment. Their writing demonstrates little understanding of key concepts, and they may ignore parts of the assignment entirely. The paper has quite a few (8-15 repeated) grammatical errors. I think, “What went wrong?”

For an F: The student does not meet most of the expectations for the assignment or it is plagiarized. Their writing demonstrates no understanding of key concepts taught in class. They are missing pages or have plagiarized. Their writing is almost incomprehensible because of many (15+ repeated) grammatical errors.

**Course Policies**

- Adults make arrangements. They also take responsibility, are held accountable, and accept the consequences of their actions.

- Attendance, Participation, and Preparation
  - Regular, prompt attendance, active participation, preparation, and adherence to the syllabus policies are expected.
If a student misses class, they are responsible to find out from a classmate what they missed. Do not ask me. Students can get notes from them and find out if you missed any announcements. After speaking to a classmate, if they have specific questions, they can see me. I will not give private lectures over what was missed in class. Period.

- I post all assignments on D2L. I do not monitor or respond to emails sent via D2L; all emails should be sent to sams@sfasu.edu. For D2L technical support, contact student support in The Center for Teaching and Learning at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

- Students should check their SFA email account daily during the week. I return most emails within 24 hours. If you don’t hear back from me within 24 hours on a weekday, please resend your email— I may not have received it. This is a professional atmosphere; emails should have a subject, salutation (if for initial contact), body, and signature.

### 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.

- Habitually arriving late or leaving class early, text messaging, sleeping, or working on material for another class makes you look unconcerned and disrespectful.

### Academic Integrity (A-9.1):

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:
http://www.sfasu.edu/policies/academic_integrity.asp.

In cases where there exists a violation of academic integrity (whether intentional or unintentional), I reserve the right to fail a student for part of or the entire assignment in question or the entire course.

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/.

Tentative Course Outline (subject to change)
This course will cover plagiarism, a review of ENG 131, argumentation and logical fallacies, conducting research and evaluating sources, writing a bibliography, and writing a scholarly research paper.

Position Paper 1 due on Monday February 20 (25 points)
Position Paper 2 due on Monday, March 4 (25 points)
Position Essay due Monday, April 1 (50 points)
Final Research Paper due Monday, May 6 (100 points total which will include multiple steps)

End-of-Semester Procedures

If your Research Paper is late and there are extenuating circumstances, you have 24 hours from the time it is due to contact me via email or it will receive a 0. For final course grades, an 89.9 is a B and a 79.9 is a C and so on--students should not expect or request that grades be rounded up. Final assignment and course grades will be posted on D2L during finals week.

“JackText grade notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some of their anxiety when awaiting grades posting, as they will be notified the moment the grade is rolled into their
academic history. Instructions for signing up for JackText can be accessed at http://www.sfasu.edu/5418.asp.”

If students don’t make arrangements to pick up assignments within the first 30 days of next semester (summer is not considered a semester for this purpose), they are disposed of in accordance with departmental/university policy.