English 132-000: Research and Argument

Section 034  Instructor: Brody Wedgeworth
Semester: Spring 2019  Email: wedgeworbc@jacks.sfasu.edu
Location: Ferguson 376  Office: 280
Time: TTH 2:00-3:15  Office Hours: Tuesdays 12:00-1:30

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 English 132, you will study the research process and apply it to four varied and multi-part essays. This is to teach you the necessary research and synthesis skills to accomplish projects in your major related courses and future jobs or careers. You will read several essays and short stories, as well as conduct research, on morality and ethics.

Textbooks
Lumberjacks Write
The MLA Handbook 8th ed. by the Modern Language Association (Recommended)
Additional readings will be provided on D2L as necessary.

Student Learning Outcomes for 132
English 132 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).

Assignments
Your final grade is determined by the sum of the percentages that you earn for each major assignment in the course.

- Participation / Short Answer 20%
- Comparative Synthesis Essay 15%
- Argumentative Analysis Essay 20%
- Annotated Bibliography 10%
- Research / Social Analysis Essay 30%
- Presentation / Infographic 5%

**Participation 10%**

I expect participation in all of my classes. This means interacting in groups, in lecture, and in discussion politely and professionally.

**Short Answers / Reflections 10%**

During the course of the semester you will be assigned journal entries or short answer questions on D2L or in class.

**Comparative Synthesis 15%**

This essay will focus on a polarizing issue in society. You will objectively synthesize two main arguments about the issue alongside a third source provided by me. You will write a 4-5 page comparative synthesis that objectively synthesizes the arguments each essay makes on the issue. You are not allowed to insert your own opinions or beliefs into the topic but must instead analyze and synthesize arguments about the issue in question.

**Argumentative Literary / Visual Analysis 20%**

In this essay you will analyze either a short story or a television episode (a list of viable sources will be provided by me) for its moral and ethical arguments. You will synthesize the story, and at least two to three other essays to write a 5-6 page argumentative analysis.

**Annotated Bibliography 10%**

Students will conduct research on a narrowed topic on applied ethics pertaining to other cultures. The bibliography will consist of 8 sources and will require students to concisely summarize each source in 100-200 words as well as use accurate MLA citations. Students will also write 50-100 word reflections that relate how they plan to incorporate this research into their research paper.

**Research Paper 30%**

Students will write an 8-10 page argumentative research paper on a narrowed topic concerning applied ethics in other cultures. The research proposal will account for 5% of the essay’s grade and must be approved by the instructor. Students will use the research from their annotated bibliographies as a starting point to narrow their topic and create an original argument within a field of research on applied ethics. The expectation is for students to analyze and synthesize information about the respective culture’s ethical standards in relation to current ethical philosophy. Students will be required to find and balance their argument around positives and negatives in the culture researched and how those qualities affect the culture’s rule of law, citizenship, economy, etc. The United States cannot be used as a culture, unless used as a point
of reference. The essay is 8-10 pages and requires students to synthesize an argument about a narrowed topic related to another culture’s ethics and way of life.

**Presentation / Infographic 5%**

Students will create either a slideshow (PowerPoint, Prezi, and Google Slides) or an infographic and present the information on cultural applied ethics they have learned in the course compiling their annotated bibliographies and writing their research papers. The presentation must last from 3-5 minutes and focus on informing rather than arguing.

**Attendance**

Attendance is expected and required. I will take roll each class. Many of the essays in this class require multiple steps and multiple due dates for their subsequent parts. Students who do not attend regularly will not only miss important information, they could easily jeopardize their final grade. I will allow 3 unexcused absences during the course of the semester. Students will lose five points from their final grade for each subsequent absence up to 6 unexcused absences. After 6 unexcused absences, I reserve the right to fail you for the course. If you have a valid excuse, such as a doctor’s note, I will not count it toward your unexcused absences. The validity of your excuse will be measured against university policies and guidelines for excused absences. If you are an athlete that will have multiple-excused absences during the semester, please let me know at the start of the semester. It’s okay to be absent for a good reason, be it mental health awareness or sickness. If you’re having issues with coming to class, shoot me an email so that I am aware. It’s always best to inform me beforehand.

Please come to class on time. Things happen and I understand. I commuted an hour each way for most of my degrees, so I understand issues come up. I will take roll at the beginning of each class, so if you are late, please enter quietly and begin working. After class, let me know what happened and I’ll decide whether it warrants a correction.

Regardless of your absence, excuse or unexcused, you must complete the coursework or readings on time. If you miss a class, that means completing the reading requirements before the next class. Most of what we do involves multiple steps, so take care of business. If you want to know what you missed in class, ask a classmate or check the calendar on D2L.

**Late Work**

If you are absent but do not have a proper excuse, I will not repeat material discussed in class. If you wish to make up an in-class graded activity, such as a peer review, then you must have a documented excused absence. Check SFA policy on excused absences for further information. If you know that you cannot turn in your essay on time, you must make prior arrangements with me beforehand. This means being aware of due dates and possible hiccups in your own life. Turning in major assignments should not be a huge problem as we will be using D2L Dropbox. If the paper is late and you have not made arrangements with me, I will take 10 points off the final grade for each business day that it is late. If the paper is not submitted to D2L by the cut-off time, then that paper is considered one day late.

**Grades**

Each essay in this class will have its own rubric that is tailored to the assignment’s expectations and demands and is graded on a letter grade scale from A-F. These will be provided alongside each assignment handout and can also be found on D2L.
University policy dictates that final grades for the course consist of a single letter grade (no plus or minus).

**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.

**Academic Integrity (A-9.1)**

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](http://www.sfasu.edu/policies/academic_integrity.asp)

**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, 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/](http://www.sfasu.edu/disabilityservices/).

**Student Behavior**

I will not tolerate disruptive behavior in the classroom. If I find that you are being openly antagonistic toward me or your classmates, I will ask you to leave class and I will assess whether any other applicable procedures or penalties apply to the situation.

**Email**

I respond to email Monday through Friday during regular work hours. If you email outside of these times, I will respond to your email at the first opportunity.
AARC

Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

Course Calendar

This is a tentative and general overview of the semester schedule. While some due dates may be subject to change, no essays or major projects will be due earlier than listed. I will announce any changes in class and update the syllabus and calendar on D2L to reflect these changes. I have also listed homework and reading assignments under each class date. Journal entries and reflections are listed after certain readings and major assignments.

Week One
T Jan 22 – Class introduction and review of syllabus. Reading assignment.

Week Two
T Jan 29 – Discuss reading. In-class writing. MLA formatting for papers. Issue readings.
TH Jan 31 – Discuss synthesis essays and look at examples. MLA style. Discuss reading. In-class writing.

Week Three

Week Four
T Feb 12 – Peer Review and in-class essay work.

Week Five
T Feb 19 – Evaluating sources. Discuss research aims and databases. Discuss second essay prompt. Discuss topic proposals. Discuss reading. In-class writing. Reading assignment.
TH Feb 21 – Watch television episode and discuss. Reading assignment.

Week Six
T Feb 26 – Discuss reading. In-class writing.
TH Feb 28 – Topic Proposals due. Type of claims and counterclaims. Logical fallacies.

Week Seven
T Mar 5 – In-class peer review. Work on essays. Reading assignment.
TH Mar 7 – Essay Two due. Annotated bibliographies, their purpose and format. Discuss reading assignment. In-class writing. Reading assignment.
Week Eight
T Mar 12 – Signal verbs. Write practice annotation. Discuss reading. Citation practice.
TH Mar 14 – Discuss potential topics for research and review research databases. Library.

Week Nine
T Mar 19 – Spring Break – Read for class and work on annotations.
TH Mar 21 – Spring Break – Read for class and work on annotations.

Week Ten
T Mar 26 – First set of entries due. Edit annotations in groups. Discuss reading. In-class writing.
TH Mar 28 – Discuss reading. Paraphrasing and quoting in annotations. Citation review.

Week Eleven
T Apr 2 – Second set of entries due. Strategies for editing annotations. In-class peer review and help on entries. Reading assignment.
TH Apr 4 – Annotated Bibliography due. Discuss writing argumentative research papers and expectations. Discuss reading.

Week Twelve
T Apr 9 – Discuss reading and in-class writing.
TH Apr 11 – Discuss reading and in-class writing. Discuss research paper handout and expectations for proposals. Brainstorm. Reading assignment.

Week Thirteen
T Apr 16 – Research proposal review. Assess a student level essay. Discuss reading.
TH Apr 18 – Easter Holiday. Finish research proposals.

Week Fourteen
TH Apr 25 – Library. Discuss outlines.

Week Fifteen
T Apr 30 – Detailed outlines due. Assess student level essay. In-class work.
TH May 2 – Library. Work on essays.

Week Sixteen
T May 7 – Conferences
TH May 9 – Conferences

Week Seventeen
T May 14 – Final Exam from 1 to 3 p.m.