SPRING 2019 COURSE DESCRIPTION
ENGLISH 132.049 Meets 2–2:50 pm M-W-F, Ferguson 376
English 132 involves 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.

Rhetoric and argument are everyday aspects of personal and civic life as well as academic. Establishing effective habits of inquiry-before-response allows us to gather information before reacting—because thoughtless responses can often be destructive or damaging. Effective rhetorical skills should be used daily in decision-making and activities, evidence of mature social and personal responsibility. It should not be compartmentalized, practiced and performed only to please a teacher at school.

Understanding the content, completing tasks on time and to spec, maintaining consistent communication, sustaining effort, and doing quality work are equally important and will form the basis for grading.

“Argument: using a process of inquiry to develop a response to a rhetorical problem”
Jodie Nicotra

Materials and Texts
We will use the digital text Becoming Rhetorical by Jodie Nicotra with 1-term MindTap (or Cengage Unlimited) access. Required.

ISBN-9781337554190

Lumberjacks Write, provided by the University at no additional charge, is also required.

We will access the text, MindTap, and other resources via D2L. An ongoing research scrapbook and the final project will require typical additional school supplies and tools such as presentation and poster boards, folders, color pens, printing, etc.
Student Learning Outcomes for English 132

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).

General Education Core Curriculum

This course is part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified objectives for all core courses: Critical Thinking 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 objectives.

Personal Responsibility

Your grade depends entirely on you—on your participation, effort and percentage of completion. Your grade will not derive from my judgment about the quality of your writing, unless you ignore the course requirements. See the Learning Contract for how to make a guaranteed B in this course. Grades higher than B, however, are based on my judgment of superior communication skills. To earn an A, you must exceed the course requirements and perform with consistent, exceptional, high quality.

This is a general education, core-curriculum course, and specific program learning outcomes for the English major are not addressed in the course.

This course is technology-based, but I will not tolerate misuse of technology, such as attending to personal business, texting, or distracting. In addition, failure to utilize available resources as required will result in failure of the course.
Learning Contract / Course Requirements

I am **guaranteed a grade of B** in this class if I:

1. Attend class (Accrue no more than two unexcused, unexplained absences)
2. Meet specifications for each assignment
3. Participate: read assigned texts before the scheduled discussion; prepare for the day’s activities
4. Complete daily activities, research, and writing assignments
5. Give thoughtful peer feedback and work faithfully with my groups on collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, discussions, responses to peer questions)
6. Sustain effort and investment throughout the semester
7. Make substantive changes when the assignment is to revise—make global and local improvements as needed for clarity and effectiveness
8. Copy-edit main essay assignments to conform with typical use of American English: spelling, grammar, syntax
9. Submit papers for review via the many resources available **BEFORE** turning in assignments
10. Submit project as assigned for the final exam

**Missing the Mark**

No student should set out to make a grade lower than B in this course. Arriving late or skipping class, missing deadlines, not meeting assignment specifications, and not completing outside class assignments are the quickest routes to low or failing grades. This is non-negotiable: I am not eligible for a passing grade of C unless I

- compose required essays, presentations, and visual texts
- receive a grade of C or above on these,
- participate and complete 70% of assigned daily work,
- attend at least 70% of class meetings and the final exam

**Commitment and Attendance**

It is my personal responsibility to attend class and complete assigned tasks. I acknowledge I must spend two to three times the number of credit hours each week to succeed: 3 credits x 2 or 3 = 6-9 hours. We spend only 2.5 hours in class per week; I cannot pass without putting in outside time and effort to complete the course assignments.

**If I plan to miss class, I will inform the instructor in writing beforehand and contact her in writing as quickly as possible about / after an absence.**

Absences are unexcused until the instructor receives **written documentation** of treatment of illness, religious observation, family emergency, and/or participation in certain SFASU-sponsored events. **I am responsible for assignment and activity deadlines, regardless.** Unexcused tardiness may add up to become absence (3 tardy = 1 absence). If I am unprepared for in-class activities, do not participate, and/or ignore guidelines, I may be asked to leave, counted absent for that day, and issued “F” for the day’s work.

**D** = missing assigned deadlines, specifications, or texts, completing less than 70% of daily work, attending less than 70% of classes; **F** falls below 60% of daily work and attendance, with missing assignments, and overall lack of achievement / quality.
It is my personal responsibility to fulfill the requirements of this course listed in the syllabus and online. I understand purchase / utilization of course materials and my participation, attendance, and effort are required and not optional to pass. I will communicate with Mrs. Perkins via email and in person regarding the likelihood of passing if I miss the mark.

Signature __________________________
UNIVERSITY POLICIES

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.

Please read the complete policies at:

Withheld Grades (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.

Accessibility and Accommodation

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/disabilityservice.

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.