Spring 2019  
English 132.490  
Research and Argument  
Department of English  
SFASU Professor: Erin Galope  
Google Classroom Code: c0enu7  
E-mail: Erin.Galope@wpisd.com

Meeting Times and Location: M-F 9:10-10:06 /Room 101 (Wills Point High School)

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.

General Education Core Curriculum Objectives:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

English Program Learning Outcomes
At the completion of this course, students will be able to:
- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (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).

**Student Learning Outcomes for ENG 132:**
- 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 how 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 pages.

**Required Text:**

*Lumberjacks Write*, 5th edition (on Google Classroom)

*The Little Seagull Handbook with Exercises*, Richard Bullock and Michal Brody

**Other reading materials will be posted online.**

**Course Requirements:** ****

ENG 132 students continue to study and practice the writing process with a focus on forms of argument. Students will also develop skills in research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. ENG 132 required students write a minimum of either four formal essays in a range of forms, analytic to persuasive, or three formal essays and an annotated bibliography (totaling at least 18 pages). The final paper for the class is a research paper. Students will also learn to incorporate sources into their work.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation (Attendance)</td>
<td>5%</td>
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<tr>
<td>Quizzes/Short Answer</td>
<td>10%</td>
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<tr>
<td>Three Essays</td>
<td>45% (each worth 15%)</td>
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<tr>
<td>Annotated Bibliography:</td>
<td>15%</td>
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<tr>
<td>Final Research Paper:</td>
<td>25%</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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A large part of your in class presentation grade is class participation. If you are called upon and offer no feedback or have not read then you will lose 5% of your grade If you are absent on a day that you are slated to present then you cannot make this up (unless it is an excused absence).
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:

More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

**Grade Criteria and Policy:**
Overall, your grade will be based on a total of TBA points. To be fair to all students in the class, I have not given more weight to any one assignment or exam. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

**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; i.e., 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 regarding make-up and late work: Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

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.

**Student Academic Dishonesty**

Original Implementation: Unpublished Last Revision: January 31, 2017

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, 4683004 / 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/).

**Schedule of Readings/Topics**

**Week One** (January 21-25)
- **Monday/January 21** – Holiday
- **Tuesday/January 22** – First Day of Class
- **Wednesday/January 23** – Introduction to the course and course policies.
- **Thursday/January 24** – Log into SFA
- **Friday, January 25** – Break down of reading for this semester

**Week Two** (January 28-February 1) – Critical Thinking

**Week Three** (February 4-8) – Critical Reading

**Week Four** (February 11-15) – More Critical Reading

**Week Five** (February 18-22) – Visual Rhetoric

**Week Six** (February 25-March 1) – Research Proposal

**Week Seven** (March 4-8) – Different Views of Argument

**Week Eight** (March 11-15) – Spring Break

**Week Nine** (March 18-22) – Annotated Bibliography

**Week Ten** (March 25-29) – Using Sources the Right Way

**Week Eleven** (April 1-5) – Developing an Argument of Your Own

**Week Twelve** (April 8-12) – Pre-writing your Research Paper

**Week Thirteen** (April 15-19) – Rough Draft
Week Fourteen (April 22-26) – Peer Editing

Week Fifteen (April 29-
May 3) – Second Draft

Week Sixteen (May 6-10) – Final Paper Due this week

Week Seventeen (May 13-17) – Finals Week

Week Eighteen (May 20-23)
Monday, May 20 – Final Grades are submitted to SFA
Thursday, May 23 – Early Release