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 Objectives
Encourage students to think about the nature of English studies as a discipline, leading to a variety of professional opportunities, and about the field’s various critical and pedagogical strategies. Instill an awareness of English studies as a diverse and dynamic field which includes writing, linguistics, literature in translation, and culturally diverse texts in World, British, and American literature.

Department Objectives
1. Develop students’ practical skills in reading, writing, and reasoning, and research skills in traditional print as well as electronic sources.
2. Enable students to think critically and analytically, and to communicate effectively in a variety of contexts.
3. Promote students’ understanding of literary and cultural history.
4. Empower students to understand and write about texts, as well as produce original texts.
5. Train students to apply the skills they have learned in the discipline to a variety of situations.

Learning Outcomes
1. Ability to apply and independently use all phases of the writing process, including invention, drafting, revising and editing, and producing and presenting formal essays and other non-fiction prose genres.
2. Ability to identify the elements of the rhetorical situation inherent in the arguments and research of others, including the purpose of the speaker, the needs of the audience(s), and the content and the context of the argument or research itself.
3. Ability to analyze the rhetorical fallacies related to the different types of rhetorical appeals (ethos, pathos, logos) in a given text or work.
4. Ability to identify, judge, and manage the rhetorical situations of their own compositions, including their own constraints as speakers, the needs of their audience(s), the most effective rhetorical appeals for their arguments, and the contextual limitations and opportunities impacting their work.
5. Ability to work effectively in teams on projects involving critical-thinking and problem-solving and to collaborate and report on solutions.
6. Skill and increased sophistication in explaining and developing topics at the paragraph and sentence level; the goal is continued improvement in writing complete, unified, clear, and coherent paragraphs composed of grammatically correct sentences.
7. Ability to independently apply critical thinking, composition, and document design skills to arguments and other persuasive genres of writing across a range of disciplines.
8. Ability to conceive, write, and present a research-based argument and/or academic inquiry related to their own interests and academic goals, using both primary and secondary sources.
NOTE: These learning outcomes meet the following Texas Exemplary Educational Objectives (EEOs), which are required for ENG 132:

- Communication EEO 1: To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Communication EEO 2: To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- Communication EEO 3: To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- Communication EEO 4: To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Communication EEO 5: To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- Communication EEO 6: To develop the ability to research and write a documented paper and/or give an oral presentation.

Course policies
The two overarching principles for the course are (1) adults make arrangements and (2) poor preparation on your part does not constitute an emergency on my part. These two principles are reflected in all the following policies:

1. As an online course, you are required to have reliable access to the Internet and D2L. If you experience any problems with D2L, you need to contact Andra Floyd (afloyd@sfasu.edu or 936.468.1919).
2. The best way to get in touch with me is email; as an online course, you need to use the email system in D2L to contact me. When you email me, remember to be clear, concise, and specific with your questions so that I can best answer you. During the week, I will do my best to answer your email within 24 hours. If you do not receive an answer in 24 hours during the week, please re-send the email. I do not regularly check email on the weekends.
3. All office hours will be held online via D2L chat. If you want to hold an online chat, please schedule an appointment time with me through D2L email.
4. You are responsible for checking D2L every day. D2L is the only way I have of contacting you or making course announcements.
5. Any work you turn in throughout the course must follow all posted and/or discussed guidelines for the assignment, which will be posted on D2L.
6. You are expected to keep track of your own grades, which will be posted on D2L. The grades in D2L are the current grades. If you have a question about a grade on a particular assignment, please first read my comments on the assignment before contacting me with specific questions.
7. You must submit your work before the posted deadlines. The posted deadline is the exact time the dropbox will close on D2L (e.g., if the deadline is 1:00 p.m., the dropbox will close as soon as the D2L clock hits 1:00 p.m. on the dot). All deadlines listed are in CST and follow the D2L clock. The D2L clock may not be the same as your personal clock, so you need to take that into account when completing and submitting work. Furthermore, computers can be slow in the uploading process; you should begin uploading work that is due at least an hour before the posted deadline.
8. All uploaded assignments (i.e., assignments that require a document submission) must be submitted as Microsoft Word documents (the file extension needs to be .doc or .docx). Only Microsoft Word documents will be graded.
9. All work for this course must be your own work and must be unique to this course; you may not reuse or recycle any past work you’ve done for any course. Reusing your old work is a form of plagiarism (called auto-plagiarism) and will be treated as any other case of plagiarism.
10. As in any relationship, the student/professor relationship is strengthened by strong communication. If I send something out, pay attention to it. If you have a question, concern, or emergency, communicate that to me immediately via D2L email.
Academic Integrity
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

- Any problems with plagiarism or cheating in our course will result in a grade of zero on the assignment in question.
- Any essay that is returned from TurnItIn.com with a percentage of 45% or over will not be graded; furthermore, incorrect citations or missing quotation marks/citations are grounds for marking an essay as plagiarized.
- All essays must be original and must be written specifically for our course; turning in something you wrote for another class is called auto-plagiarism.

Withheld Grades

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, 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/.

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.

Course assignments
This semester, you will be graded on six areas:

- **Skill checks**: These skill checks are short quizzes that focus on a particular skill being introduced in an associated module.
- **Summary and analysis**: You will complete three summary and analysis paragraphs based on news articles, which will be provided for you. For each paragraph, you will be asked to summarize the author’s main idea and analyze the author’s argument, evaluating whether the author successfully presented his or her argument.
- **Mini arguments**: You will complete three mini arguments, which are short paragraph responses to news articles, which will be provided for you. For each argument, you will be asked to summarize the author’s argument, take a stance on the argument (whether you agree, disagree, or fall somewhere in between), and support your stance with an outside source.
- **Essay preparation**: Leading up to each essay, you will provide information on specific pre-writing stages so that you can receive feedback from me about your ideas before writing the full essay. These submissions will include, at minimum, these elements: a proposed thesis statement, an overview of main idea(s), and an analysis of sources.
- **Essays**: You will complete three essays, each with different guidelines. I will provide you with the guidelines for each essay in the accompanying module. All essays must be typed and must include all required components for them to be graded. You will have a rubric for each essay to understand what you are being graded on.
- **Essay self-graded rubrics**: For each essay, you will fill out a rubric for yourself, providing comments on any areas not fulfilled in your essay.

Also, while not counted as a part of your grades, you will have a course contract that you are required to complete before I grade any of your work.

Grading
I grade semesters on a 100-point scale, which makes it easier to keep track of your grade:

- Skill checks (11 SCs x 1 pt. each): 11 points
- Summary and analysis (3 SAs x 3 pts each): 9 points
- Mini arguments (3 MAs x 5 pts. each): 15 points
- Essay preparation (3 submissions x 5 pts. each): 15 points
- Essays 1 & 2 (2 essays x 10 pts. each): 20 points
- Essay 3: 15 points
- Essay self-graded rubrics (3 rubrics x 5 pts. each): 15 points

I define letter grades as follows:

- **A (90-100)**: Earning an A indicates that you mastered all of the necessary concepts for the course.
- **B (80-89.9)**: Earning a B indicates that you did well with all of the necessary concepts and mastered some of them.
- **C (70-79.9)**: Earning a C indicates that you did well with some of the concepts and not as well with other concepts. In other words, a C is the average grade.
- **D (60-69.9)**: Earning a D indicates that you did not do well with a majority of the concepts.
- **F (0-59.9)**: Earning an F indicates that you did not do the required work.
Final grades are final. I do not offer extra credit, and I do not bump up grades at the end of a semester. Grades do not reflect my personal feelings about students, so I do not change grades just because I like a student or feel badly about a student’s situation. Instead, grades solely reflect students’ mastery of the concepts introduced in class. Mastery and hard work do not necessarily mean the same thing; I appreciate (and expect) hard work, but do not attempt to get a higher grade by outlining all the struggles you’ve had during the session and how you’ve overcome them.

**Course schedule: January 22-May 17**

Every week of the semester has its own module, and each module will go “live” at 1:00 p.m. the Friday before the week begins, and all activities/assignments associated with that module will be due before 1:00 p.m. the following Friday. For instance, Module 2 covers the second week of the semester and will go live on Friday, January 25, with all Module 2 work being due before 1:00 p.m. on Friday, February 1. You are encouraged to submit work early and often because no late work is accepted.

Module 1: Jan. 22-25  
Focus: Introduction to course  
**Due before 1:00 p.m. CST, Jan. 25: Course contract**  

Module 2: Jan. 28-Feb. 1  
Focus: Summarizing and citing  
**Due before 1:00 p.m. CST, Feb. 1: SA1, SC1 (Summarizing), SC2 (In-text citations)**

Module 3: Feb. 4-8  
Focus: Language and audience  
**Due before 1:00 p.m. CST, Feb. 8: SA2, SC3 (Language and audience)**

Module 4: Feb. 11-15  
Focus: Punctuation: Commas  
**Due before 1:00 p.m. CST, Feb. 15: SA3, SC4 (Commas)**

Module 5: Feb. 18-22  
Focus: Integrating sources  
**Due before 1:00 p.m. CST, Feb. 22: MA1, SC5 (Search terms), SC6 (Quotation marks)**

Module 6: Feb. 25-Mar. 1  
Focus: MLA formatting  
**Due before 1:00 p.m. CST, Mar. 1: MA2, SC7 (Works Cited)**

Module 7: Mar. 4-8  
Focus: Sentence structure  
**Due before 1:00 p.m. CST, Mar. 8: MA3, SC8 (Semicolons)**

Module 8: Mar. 11-15  
Focus: Essay structure  
**Due before 1:00 p.m. CST, Mar. 15: E1 prep, SC9 (Thesis statements)**

Module 9: Mar. 25-29  
Focus: Cohesion  
**Due before 1:00 p.m. CST, Mar. 29: E1, SC10 (Transitions)**

Module 10: Apr. 1-5  
Focus: Reflecting on your work  
**Due before 1:00 p.m. CST, Apr. 5: E1 self-graded rubric**
Module 11: Apr. 8-12  
Focus: Source types  
**Due before 1:00 p.m. CST, Apr. 12:** E2 prep, SC11 (*Primary and secondary sources)*

Module 12: Apr. 15-19  
Focus: Writing arguments  
**Due before 1:00 p.m. CST, Apr. 19:** E2

Module 13: Apr. 22-26  
Focus: Assessing your argument  
**Due before 1:00 p.m. CST, Apr. 26:** E2 self-graded rubric

Module 14: Apr. 29-May 3  
Focus: Arguments from multiple angles  
**Due before 1:00 p.m. CST, May 3:** E3 prep

Module 15: May 6-10  
Focus: Course review  
**Due before 1:00 p.m. CST, May 10:** E3

Finals week: May 13-17  
**Due before 1:00 p.m. CST, May 17:** E3 self-graded rubric