Professor: Alanna Riley Cornes, M.Ed, MA, TESOL
ENGL 132-508: online only
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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 OUTCOMES

General Education Core Curriculum Objectives:
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.

English Program Learning Outcomes
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

English 132 Learning Outcomes
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.

Students entering English 132 should:
- 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 be able 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 lists.

**REQUIRED TEXTS**

This is the required textbook for ENGL 132. You will also need access to two films: "Macbeth" (2015), directed by Justin Kurzel, starring Michael Fassbender and Marion Cotillard, which is available on Netflix, Amazon, YouTube, and DVD, as well as "Macbeth" (2010), directed by Rupert Goold, starring Sir Patrick Stewart and Kate Fleetwood, which is also available in the same format and on the same streaming services. Additionally, you may optionally wish to view the 2012 film "The Hunger Games", directed by Gary Ross, and starring Jennifer Lawrence, Josh Hutcherson, and Liam Hemsworth. The “Hunger Games” film is optional; the two “Macbeth” films are not.

**COURSE REQUIREMENTS**

To “attend” an internet course, you are required to log into D2L once daily; you may need to log in more often because you need to check Announcements in D2L to keep current with class updates and information. Keep in mind that you may not have time to complete assignments if you wait until the last minute to “attend” online. You will sometimes be required to complete a task, perhaps a quiz, or respond to me or your classmates in a discussion (posting). Remember that the tasks and quizzes have time limits, so give yourself enough time to complete your work.

**COURSE POLICIES**

**Attendance:** Students are only allowed six unexcused absences and three excused absences (no more than nine classes total may be missed). Any additional absences will result in automatic failure of the course. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must complete all major assignments on time in order to pass the course.

**Course Citizenship:** When you enroll in this course, you are requesting your instructor’s evaluation of your behavior as it relates to this course. This course requires your full cooperation and participation, and your conduct is very important for the learning process. The atmosphere of the classroom will require you to stay on task and to limit distractions for yourself and others. Part of your instructor’s job, then, is to enhance your learning experience by maintaining the classroom environment and to evaluate your ability to complete your coursework, including all forms of participation. By remaining in this course, you authorize your instructor to implement and enforce this conduct policy and to evaluate and respond to your behavior.
The College authorizes and empowers all instructors to remove you from the classroom for disrupting the learning or teaching process. A disruption is any activity that the instructor determines detracts from the classroom learning or teaching experience. Essentially, you are allowed to do your coursework and to participate in all coursework in a respectful way. Anything else is deemed a disruption. You are expected to have your materials ready at the beginning of class and to stay on task through the duration of the class period. Any other behavior is disruptive off-task behavior subject to this policy and may lead to your dismissal from class, even being dropped from the course. Disruptions may be major or minor and include anything that the instructor determines to be detrimental to anyone in the classroom or that the instructor determines to infringe of the rights of others in the classroom, including the right to obtain the full value of the course. This includes behavior that affects you and/or other students and/or the instructor.

**Collaboration Policy**

All work for this class becomes available for collaborative purposes for all members of the course, now and in the future. Your identity will remain private if your writing is used in other classes. Your grade in the course and your personal information will always be protected by federal law.

I encourage you to talk to me about the course, and please email me if you do not understand the material. If you are having difficulties or you have special needs, please bring them to my attention right away.

**I CANNOT GIVE YOU HOPE OF INCREASING YOUR AVERAGE OR YOUR UNDERSTANDING IF YOU WAIT UNTIL THE DAY OF OR THE DAY BEFORE AN ASSIGNMENT IS DUE TO ASK FOR HELP OR CLARIFICATION, OR IF YOU WAIT UNTIL THE END OF THE SEMESTER TO EXPRESS YOUR CONCERNS ABOUT YOUR GRADE.**

**ALL COMMUNICATION BETWEEN STUDENT AND INSTRUCTOR MUST BE IN A PROFESSIONAL MANNER.**

These policies are applicable to everyone throughout the entire semester. Please do not embarrass both of us by asking for exceptions to be made for you.

*Federal regulations (FERPA) prohibit instructors from disclosing performance information about a student to parents without written consent from the student. Requests about grades/course information should be made by the student directed to the instructor.*

**Assignment Submission:** All written work will be submitted electronically via D2L. Assignments are due by class time on their due date. All files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will not accept Word Perfect, for example. You will be
submitting all of your work electronically THROUGH D2L. You need to submit your essays in MS Word or in Rich Text Format. Before you send your document, do “save as” and in the “file type” menu, choose .doc, .docx, or Rich Text Format (rtf). Google Docs will NOT work in D2L. Your assigned essays will be evaluated on fulfillment of the assignment. This includes correct organization, content, grammar and mechanics, MLA 8 formatting, and documentation. All essays MUST follow MLA 8 format. You will be given complete and detailed instructions on these expectations before your work is assigned or assessed. You are expected to turn in all work on time, and follow instructions as given. If you have questions, or concerns regarding an assignment, you must email your instructor BEFORE the assignment is due.

Late Work: I will not accept any work after the day and time it is due. You should save your work in multiple places; I highly recommend using online storage such as Dropbox, which is a free service, to back up your files. All make-up work due to college-excused absence is at the discretion of the instructor.

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. Putting other people’s ideas in your own words is plagiarism if you do not give the author credit. Plagiarism is stealing, borrowing, even rephrasing, other people’s ideas without giving your reader information about where you obtained the information. Plagiarism and academic dishonesty can happen even if you do not intend to be dishonest. If either accidental or intentional academic dishonesty is evidenced in your writing, at the instructor’s discretion, you will be given an F on the assignment and for the entire course.

ANY INSTANCE OF PLAGIARISM, WHICH IS THE UNACKNOWLEDGED USE OF ANYONE ELSE’S WORK—PUBLISHED OR UNPUBLISHED—OR CHEATING OF ANY KIND, WILL RESULT IN IMMEDIATE AND IRREVOCABLE FAILURE FOR THE ENTIRE COURSE. *Working together on assignments that do not
specifically denote collaboration IS CHEATING, and you will be dropped from the course for it.

Using papers that you have written for other classes or at any other institution, including high school, will also be considered an act of academic dishonesty for this course. On certain assignments, consulting and searching the internet and borrowing material from the internet, even by paraphrasing, will be considered academic dishonesty and will be grounds for an F in the course.

All writing is subject to submission to an online plagiarism detection service. If submission is requested, papers that are not submitted by the student will receive a grade of F or 0%. In other cases when electronic submission has not been required by the instructor, a hardcopy of your writing and other work may be scanned and digitally submitted to a plagiarism detection service. This may happen with or without notifying you.

If you get someone else to “help” you with your essays, I advise you to be very careful that you are doing your own writing and not having someone else do it. ACADEMIC HONESTY IS A SIGNIFICANT ISSUE. A lack of academic honesty is a form of cheating, and as I have already stated, you will be dropped for cheating of any kind.

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: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf.

Conferences and Communication: If you wish to meet with me during the semester, please set up an online appointment with me. Email is the best way to receive an answer to a quick question. If you do not hear back from an email within 24 hours, assume that I did not receive it, and email again, especially if you are a distance learning student. School district firewalls often hinder communication.

Course Evaluations: Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

The Academic Assistance and Resource Center: The AARC offer 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.

**Withheld 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.

**Accommodations:** 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/disabilityservices/.

**A. Grading Criteria**

Major essays, objective tests, research paper (due last week of course as final exam)—50% of course grade

Class participation, essays, discussion, and daily assignments will be used to assess understanding—50% of course grade

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<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete and polished drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
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<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits complete drafts of all papers for instructor and peer feedback; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
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<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic</td>
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contributions during group activities.

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<th>Grade</th>
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<td><strong>D</strong></td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of at least three papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]</td>
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<td><strong>F</strong></td>
<td>Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not buying or printing the course texts or not making up missed material); never volunteers, or doesn’t respond when prompted; submits drafts of two or fewer papers, which may sometimes or always be incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.</td>
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**Grading Standard:**
- A (excellent performance): 90-100.
- B (above average performance): 80-89.
- C (average performance): 70-79.
- F (failure): 0-59.