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 this course we will discuss the methods of argumentation utilized by others in their writings on the problems, and solutions to those problems, of the present and future. Through our examination of the arguments of others, we will be able to observe the tools used by these writers to persuade their audience to accept the premise they put forth in their argument. In turn, we will apply these concepts to our own production of argumentative writing.

REQUIRED TEXTS & MATERIALS

In addition to the books and materials below, there are additional readings and handouts posted on D2L that you are responsible for reading.

2. *Lumberjacks Write.* (Provided by the SFASU English department—The electronic copy of this text is already on the course content page; if you want a print copy, please email me and make plans to come by and pick it up, since your course fees cover the cost of this book.)

3. Access to D2L

*** I will communicate with the class via D2L and/or SFASU email. You are responsible for checking our class page (especially for announcements, updates, and weekly homework assignments) and your D2L/SFASU email daily, and for being aware of any information there.

### COURSE OUTCOMES

**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.

**General Education Core Curriculum:**
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

**ENG 132 Student 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).

**Assumptions for ENG 132:**
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.

**COURSE REQUIREMENTS**

You will receive a more detailed assignment sheet for Essays 1-4, the Research Proposal, and the Stand and Deliver Assignment when we get closer to each assignment. The information provided below is only a general sketch of each assignment so that you have an idea of what will be required of you.

1. **Summary and Response (Essay 1)**
   To practice using basic source use skills, in your first essay you will choose one of three articles we will discuss to write a summary for. In addition to summarizing the main claims made within the article, you must respond to the claims made by the article and judge the article’s effectiveness in proving the claims that it makes. The summary should be a minimum of 450 words and the response should be a minimum of 150 words and include a work cited entry for the source (not counted towards the minimum word length).

2. **Collaborative Case Study (Essay 2)**
   This assignment has three parts: 1) a collaboratively-written introduction to the current issue your group chooses, 2) individually-written analyses of different editorials or op-eds about this issue, and 3) a collaboratively-written conclusion. Individual analyses should each be 600-900 words; introduction and conclusion should be a combined 600-900 words (depending on the number of people in your group, this will result in a final case study of 2,400-3,000 words).

3. **Research Proposal**
   For this assignment, you will write a proposal for your argumentative research essay. Your research proposal should inform me of the area of your research and solicit my approval of the topic. You should argue that you have a strong interest in a fairly specific topic, and that you can do a good paper on it. The research proposal will be graded on how specific, convincing, and well written it is. A good research proposal shows that you have got a good idea, and have done enough research to know if it might work or not. The proposal should include background, methods, sources, and significance and be between 600-900 words.

3. **Annotated Bibliography (Essay 3)**
   The goal for your annotated bibliography is to help you understand the critical conversation surrounding your topic so that you can join that conversation in your upcoming 2,400-3,000-word argumentative position paper. For this assignment you are to compose eight entries for the
eight sources you would like to use in your paper that provides: an MLA citation for the source, summarizes the source, provides brief information about the author’s background (credibility), explains how you will use the source in your paper, and lists useful quotations that may prove useful in your paper. **Each of the eight entries must include these items.**

4. Argumentative Position Paper (Essay 4)
In this essay, you will choose a position to argue about an ongoing issue. You will then write a 2,400-3,000-word (double spaced) paper where you argue your position and then show how the issue could affect the future if it were allowed to persist. In addition to providing sources that support your position, you will also need to acknowledge the opposing sides’ position and anticipate any objections they would have against your argument in order to refute these claims. A minimum of eight scholarly secondary sources should be utilized in this paper. The paper will also include a works cited page (not counted towards the minimum word length).

For example: If your position were against the United States defunding the space program, you would have to utilize sources that support your claim to show why the government should continue to fund the space program and speculate on the consequences that defunding the program may have on the future. In doing so, you will also need to address/refute the other side who argues for defunding the space program.

5. Stand and Deliver
Each student will select a date (first-come-first-served) for when they would like their stand and deliver paper to be due. The date that is chosen corresponds to a particular position, either for or against, on an issue. Everyone will see after the first week of classes what topic they must argue for their paper on D2L after everyone has signed up for a date. For the paper, you will have to write a minimum 600-word argumentative essay that argues the position you randomly selected. You must make your paper convincing because after submitting your paper, I will post it to D2L so that your classmates can read each stance on the topic and then vote to decide whose argument was the most logical and persuasive. Whoever wins this vote will receive 3 extra credit points towards the major essay of their choice.

6. Peer Review
Students will be held accountable for 4 peer review sessions during the course of the semester. Students will be required to peer review their peer’s work and offer them meaningful and constructive feedback. They must also submit a draft to be peer reviewed. Each peer review session will be graded as such: 50 points are possible for contributing a draft (that is as close to finished as possible) to the peer review session and 50 points are possible for participating in the peer review session and providing helpful feedback to your peer(s).

In addition to reviewing your partner’s paper and getting feedback from a peer about your own paper, you will receive feedback from your instructor about your draft. There will also be extra credit opportunities offered throughout the semester for getting feedback from the AARC about a draft of your paper. Through each of these activities, you will have a chance to deeply understand what you are meant to accomplish in each writing assignment.
REMEMBER: Writing is a process, not a product. In other words, the writing process is not a “one and done” scenario. To make a paper stronger, more effective, and of a higher quality, we must revise and edit multiple drafts.

7. Learning Modules
Each module contains important instructional material and directions. Please read these modules carefully, following any outside links and material. Each module is also tied to the assigned reading in the Envision textbook. Not reading the modules or material assigned from the textbook thoroughly is a sure way to hurt your chances of learning about argumentation principles and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assignment tabs or the assessment tabs to find out what you need to turn in. Just follow the modules from beginning to end.

8. Daily Work Assignments—Discussions, Zoom meetings, Quizzes, etc.
During each module, you will have some kind of informal writing or reading assignment, discussion board, Zoom meeting, and/or quiz to complete before the module’s end date. Each module will contain the instructions for these assignments as well as links to the assignments if need be.

For a bit more clarity about Discussions and Zoom meetings, see the information provided below:

Discussions
I will post topics for discussion; you will respond to the topics and to each other. I will read your posts, and sometimes I will respond individually.

Zoom Meetings
We will have scheduled Zoom meetings throughout the semester (approximately one hour long)—the day of the week and time will be announced after I have an idea (based on a survey you will complete) of when most students are available. If you cannot make the Zoom meeting, you will need to watch the recording of the meeting that will be posted to the discussion board; you will then respond in the form of a paragraph, in the same manner you do to the other discussions. Hopefully, most of you will be able to make the Zoom meeting at the scheduled time, but if not, you will be able to go to the discussion board (usually on the same day) and find the recording posted. From there, you will post your response to the discussions that took place in the meeting. This meeting time may be used by the instructor for a variety of reasons, such as a monthly debate, a discussion of course material, to play an instructional game, etc.

9. Conference
During the week of April 29-May 3rd, 2019 I will meet with each of you individually in order to discuss your final paper. Later in the semester, you will sign up for a time to meet with me for 15 minutes. During this time you will have the opportunity to get help from me with your essay draft. If you have other questions, you may ask me then also. This time is reserved for you to get individual help from me on your essay especially, so please use this time wisely and come
prepared. If a student misses their conference time, 5 points will be deducted from their essay grade.

10. Final Exam (Self-Reflection Essay)
You will reflect on the skills you have learned in this course and will explain the ways in which those are transferrable into the classes you take for your major.

***Extra credit opportunities will only be assigned in class and will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major essays.

ASSIGNMENT SUBMISSION GUIDELINES, DOCUMENT FORMATTING & D2L

Assignment Submission:
All major essays are to be submitted to the essay’s designated D2L on the day the assignment is due.

Unless otherwise stated on the assignment prompt for each essay, or in the directions for each daily work assignment, below are the guidelines for submitting assignments for the course:
- If extra credit was offered for an essay, email documentation to your instructor by the essay due date.
- Submit an electronic version of final drafts to D2L Dropbox to be checked for plagiarism
- .doc or .docx format only (no PDFs)
- Follow MLA format, including citations and heading (see the document formatting guidelines below for more information)

Document Formatting:
As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines.

For this course each assignment will:
- be in Times New Roman, 12-point font and will have one-inch margins on all sides
- be double-spaced (unless you are instructed otherwise), with the exception of D2L discussion posts
- have your name, your instructor’s name (Ms. Kramer), the course information (ENG 132.509), and the date (Day Month Year) in the upper left of your paper
- have your last name and the page number in the header of your paper (beginning on the first page), justified to the right
- have an original, creative title centered on the page
- have in essays with sources, a source list that begins with the words “Work(s) cited” centered on the page. Whether you have “Work” or “Works” depends on the number of sources you are citing. If you have only one source use “Work” and for more than one use “Works.”
NOTE: All D2L submissions should be saved as Microsoft Word (.doc or .docx) files, as Turnitin.com does not support Mac Pages. Assignments submitted in the wrong format will be considered late.

OFFICE HOURS & EMAIL

Office Hours:
I will have five scheduled office hours each week. Three of these hours will be face-to-face and the remaining two hours will be virtual. During face-to-face office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. If you happen to be on campus, please feel free to stop by and see me—that time is yours.

During virtual office hours, I will be at my desk and on D2L, ready to talk with you about any questions, comments, or concerns you have about the course or specific assignments. During these virtual hours, you will be able to contact me by logging onto the course and clicking on the Zoom meeting link that I will have posted as a news item on the course page. Since this feature allows communication with multiple students at a time, if you have a private matter that you do not want others to hear, then let me know that you would like to discuss a private matter so that we can discuss the issue in a private Zoom meeting or email me. You can also come to my face-to-face office hours if you happen to be on campus.

If any of these scheduled office hours do not work for your schedule, please make an appointment to meet with me, either virtually or in person. I want to help you develop as a writer, and succeed in the course, so please come see me (virtually or in person) if you need assistance.

Email:
All emails sent to your instructor should be professional. In the email subject line please write ENG 132.509. Provide a formal salutation (Ms. Kramer, not “hey” or “dude”), and a message that involves complete sentences and appropriate grammar.

I will typically only respond to emails on Monday’s, Wednesday’s and Friday’s. With that being said, if you have a simple question that can be answered via email, feel free to email me at any time; just keep in mind that there may be a delay in you receiving a response from me, given the date and time that your email was received in my inbox.

For more detailed questions or if you want me to look at a draft of your paper, you will need to meet with me during office hours or schedule an appointment at an alternate time if none of those times will work for your schedule.

GRADES & EVALUATION
Writing is a Series of Micro-Failures

If you do poorly on an assignment please do not lose hope, or think it is personal. Any comments I make are meant to help you. You are here to learn, and often we learn best from our mistakes.
Writing is a process, not a product. In general, any skill worth having in life will require some effort to craft and refine it, so please take the steps to improve, continue to practice, and persist. I have found that you can do anything if you truly set your mind to it and follow that up with the necessary work to achieve your goals.

**Breakdown of Course Grade:**
- Summary and Response (Essay 1): 10%
- Collaborative Case Study (Essay 2): 15%
- Annotated Bibliography (Essay 3): 15%
- Argumentative Position Paper (Essay 4): 20%
- Peer Review (submitting a draft for review and giving meaningful and constructive feedback during peer review sessions): 10%
- Daily Work (discussions, Zoom meetings, quizzes, homework assignments): 15%
- Research Proposal: 5%
- Stand and Deliver: 5%
- Final Exam: 5%

All major assignments will be graded according to rubrics that help to define the various aspects of each assignment (i.e. style, content, grammar, etc.) and you will be familiarized with the rubrics before each assignment is due.

**Calculation of Course Grade:**
1. The grade for Essay 1 is multiplied by .1 retaining one number past the decimal point.
2. The grade for Essay 2 is multiplied by .15 retaining one number past the decimal point.
3. The grade for Essay 3 is multiplied by .15 retaining one number past the decimal point.
4. The grade for Essay 4 is multiplied by .2 retaining one number past the decimal point.
5. The grades for the Daily Work category are added together and then divided by the number of daily work assignments. The resulting sum is multiplied by .15 retaining one number past the decimal point.
6. The grade for the Research Proposal is multiplied by .05 retaining one number past the decimal point.
7. The peer review grades are added together and then divided by 4 (the number of peer review sessions). The resulting sum is multiplied by .1 retaining one number past the decimal point.
8. The grade for the Stand and Deliver assignment is multiplied by .05 retaining one number past the decimal point.
9. The grade for the final exam is multiplied by .05 retaining one number past the decimal point.

**NOTE:** If at the end of the semester your grade is borderline, class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness will prevent a borderline grade from being raised.

***With that being said, please do not email me at the end of the semester to ask if I can give you a higher grade or to ask why you received the grade you did for the course UNLESS you think that a mathematical miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout the entirety of the semester, as I post all of your grades to D2L,
you have the ability to see why you got the final grade you did. You can also calculate your grade yourself using the formulas I have provided above.

**Explanation of Grades:**
For each assignment, I calculate grades on a numeric, 100 point scale. According to University policy, your final grade for the course will consist of a letter grade only (no plus or minus).

In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

**Below is an expanded (although still general) explanation of letter grades for this course:**

A: 90-100 (excellent performance)= Students earning 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. An “A” is reserved for that work which expertly display’s ones ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate those ideas into clear, academic prose that has few, if any, grammatical errors.

B: 80-89 (above average performance)= Students earning 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 “B” is reserved for that work which adeptly display’s ones ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate those ideas into clear, academic prose. An “A” differs from a “B” in that a “B” still has few grammatical errors, but there are a bit more than a few. In addition, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79 (average performance)= Students earning 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 has several grammatical errors. In sum, a “C” means that a student read the assignment and followed its stipulations, but did so using simpler sentence construction and paragraph development. To improve, more focus should be placed on developing more complex critical thinking skills. In other words, thinking more deeply about a text, its meaning, and what makes up the text (for example- how the rhetorical appeals are used and to what purpose).
D: 60-69 (below average performance)= Students earning 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, the paper 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 undergone with many grammatical errors that confuse the meaning of sentences.

F: 0-59 (failure)= Students earning a grade of “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 did not give themself enough time to develop the paper. Furthermore, the grade of “F” is reserved for that work which does not engage the issues at hand, offers an incomplete summary of the work at hand with no critical engagement, and/or the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation due to numerous grammatical errors. If the work submitted is made up in part of plagiarized material or is entirely plagiarized an “F” will be granted. 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 word count) s/he may receive 0 points.

A Note on Word Count:
For each of the writing assignments that you will complete for this class, whether major essays or daily work, the work(s) cited page, heading information, title, and document header do not count towards the minimum word count. In addition, if a student fails to reach the minimum assignment requirements, including word count, they cannot receive higher than a D on the assignment. The grade will lower from this point if further errors are found.

Assignment Return Policy:
I generally grade and return major essays within two weeks after they have been submitted. Upon receiving your feedback and grade for an assignment, please wait 24 hours before speaking with me about the essay. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an essay received before meeting to discuss the assignment.

ATTENDANCE & LATE ASSIGNMENTS

Regular attendance is required for success in this course. As this course meets online in the D2L system, attendance will be constituted by participation in the activities of the course. Those activities include Zoom meetings, discussion boards, e-mail, quizzes, essays, and other assignments.

Late Work and Free Late Daily Work Pass:
Each student has one (1) “Free Late Daily Work Pass”: to use it, write “Oops” clearly at the top of the completed assignment and turn it in within one week of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late daily work will be accepted.
without documentation of a university-approved excused absence (see “Excused vs. Unexcused Absences” below for a description of excused absences).

**Excused vs. Unexcused Absences:**
Below is a description of what is considered an excused absence. Valid excuses for excused absences are limited to health emergencies, 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. According to university policy, “Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.” [Refer to Stephen F. Austin State University’s Attendance Policy at http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf for more information.]

All assignments (major essays, projects, and daily work) are due by their assigned due date and time. Again, I will not accept late daily work other than for excused absences with proper documentation and your one Free Late Daily Work Pass. Late daily work that is covered by an excused absence must be submitted within one week of the date the assignment was due. In addition, no late essays and projects will be accepted, except for your Free Essay Extension (see the “One Free Essay Extension” policy below for further details).

**NOTE:** There will be a separate Dropbox for each major essay assignment on D2L. If you do not know how to submit an assignment online or how to post to discussion boards, please ask me. Not knowing how to submit to a Dropbox or discussion board WILL NOT serve as an acceptable excuse for not turning in an assignment on time. Furthermore, if you are ever confused about where to turn in an assignment or about how to complete an assignment, please email me before the assignment is due. If you ask me after the fact, it will be too late and the assignment will be considered late.

Additionally, technology issues (“my laptop randomly deleted my file,” “D2L would not let me submit the assignment two minutes before it was due,” “the Wi-Fi was not working in my dorm,” etc.) are NOT an excuse for late work. You are encouraged to back up your work via multiple methods and leave yourself time enough for D2L submission issues when assignments must be submitted to D2L. If you are ever unable to submit an assignment to D2L because of an error with the D2L system, you should email me to let me know what is going on, with the assignment attached. PRIOR to the time the assignment is due. Further submission arrangements may then be made as needed as the instructor sees fit. You should then contact D2L technical support to see about fixing the issue (see below for their contact information).

**D2L Technical Support:**
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

**General Technical Support:**
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

One Free Essay Extension:
Students are allowed one free essay extension during the semester. You may extend any one essay due date 48 hours (2 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, I do not accept any late work. If you cannot submit an assignment on the day it is due, you may submit it early. Extenuating circumstances should be reported to the Office of Student Rights and Responsibilities and your instructor as soon as possible.

ACCEPTABLE STUDENT BEHAVIOR & COURSE CITIZENSHIP

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). 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. Eating, sleeping, reading materials or doing assignments for other classes during this class are not acceptable. 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 assignments may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFASU students succeed.

Course Citizenship:
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions of the material we read and examine. We may discuss sensitive or controversial topics as part of class in the process. Disagreement is expected and vital to learning how to express one’s position in a convincing way. That being said, we must cooperate to avoid showing disrespect towards others in class and/or their ideas, beliefs, or position, and to avoid any type of hate speech. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but do not simply react, do not speak over one another, and disagree with respect.

ACADEMIC INTEGRITY, PLAGIARISM, & ACADEMIC DISHONESTY

As I take plagiarism very seriously, please thoroughly read the policy outlined by SFASU below. If you have any questions about plagiarism, please ask me before submitting an assignment.

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)

**Consequences of Academic Dishonesty in ENG 132.509:**

**Consequences for Plagiarizing**

If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involves penalties from an un-revisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately before submitting the assignment.

**NOTE:** Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. Do not be tempted to have other people “help” you write your papers. As students in this course, you will provide me a considerable amount of homework assignments and essays, and I will get to know your writing style and voice. Departures from your normal style send up red flags. Do your own work please. I will catch you if you do not, and you will fail the paper and very well the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding an essay assignment, please speak with me during office hours. I am always happy to help. If you are running low on time to complete the assignment, consider using your one extension. To prevent running low on time and completing the essay at the last minute, start working on the essay a little at a time weeks in advance of the essay’s due date.

**Consequences for Recycling Past Work:**

I expect original work to be completed for this class. Do not resubmit work completed for a previous class to fulfill an assignment for this course. While the work is yours, and it is not technically plagiarism, it is unethical. Submitting old work does not demonstrate the new skills that you have learned from the current course you are in. Furthermore, it is an unfair advantage over your other classmates that do not have prior work they could submit. If you are interested in expanding upon a topic that you have already written on for a previous class, please discuss this with me beforehand to get approval and to ensure that it is handled appropriately. The consequences for recycling past work will be determined on a case-by-case basis.
Turnitin.com (plagiarism detector):
In this course, we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will submit your essays electronically to D2L Dropboxes that are automatically connected to turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. In case you were wondering, turnitin.com does also catch and notify instructors of any similarities it sees between papers you personally wrote.

For a more detailed look at this process, visit http://www.turnitin.com.

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.

STUDENTS WITH DISABILITIES

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Office of Disability Services (ODS) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have those met. 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/.

DISCRIMINATION/SEXUAL HARRASSMENT

At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.
HELPFUL & FREE STUDENT RESOURCES

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.

Counseling Services
Counseling Services is a free service offered to SFASU students; they offer one-on-one counseling sessions. If you have something personal that is bothering you and would like to speak to a licensed counselor, you can call (936) 468-2401.
TENTATIVE COURSE SCHEDULE

This schedule is tentative. I reserve the right to change its contents and will post any changes made to D2L.

Week 1: [Monday January 21=MLK holiday] January 22-27
  • Do Getting Started Module
  • Stand and Deliver assignment introduced
  • Read: Envision (pp. 296-302)

Week 2: January 28-February 3
  • Do Module 1: Writing Style
  • Essay 1 introduced
  • Zoom meeting
  • Read: Envision (pp. 110-115) & Henry Grabar’s “Smartphones Are Killing Us- And Destroying Public Life” (in module) & Nicholas Carr’s “Is Google Making Us Stupid?” (in module) & “Point of View” (in module)
  • Stand and Deliver #1 due to Dropbox by 11:59pm on February 3

Week 3: February 4-10
  • Do Module 2: Avoiding Plagiarism
  • Read: Envision (pp. 266-269; 230-238; 249-251) & Kate Randazzo’s “In Defense of Modern Technology” (in module)
  • Begin peer review of Essay 1 on February 8

Week 4: February 11-17
  • Do Module 3: Documenting Sources
  • Read: Envision (pp. 269-293)
  • Peer Review due back to partner in Discussion Board by 11:59pm on February 11
  • Final draft of Essay 1 due to Dropbox by 11:59pm on February 17

Week 5: February 18-24
  • Do Module 4: Analyzing Arguments Rhetorically--The Rhetorical Situation
  • Zoom meeting: Debate #1
  • Essay 2 introduced
  • Read: Envision (pp. 7-12; 75-78)
  • Be working with Essay 2 Group
  • Stand and Deliver #2 due to Dropbox by 11:59pm on February 19
  • Stand and Deliver #3 due to Dropbox by 11:59pm on February 24

Week 6: February 25-March 3
  • Do Module 5: Analyzing Arguments Rhetorically--The Rhetorical Appeals
  • Read: Envision (pp. 50-60; 63-74) & Dhrumil Mehta’s “The Media Really Has Neglected Puerto Rico” (in module)
• Be working with Essay 2 Group
• Stand and Deliver #4 due to Dropbox by 11:59pm on March 3

Week 7: March 4-10
• Do Module 6: Avoiding Logical Fallacies and Introduction to Components of an Argument
• Zoom meeting: Debate #2
• Read: Envision (pp. 60-62) & “Logical Fallacies” (in module) & “Recognizing the Elements of an Argument” (in module) & Yvonne Roberts and Charlie Beckett’s “Should the Media Rethink How They Cover Disasters?” (in module)
• Begin peer review of Essay 2 on March 8
• Stand and Deliver #5 due to Dropbox by 11:59pm on March 10

Week 8: March 11-17
• Do Module 7: Structures of an Argument and Synthesizing the Argument
• Zoom meeting
• Research Project introduced [Research Project includes: Research Proposal, Essay 3, and Essay 4]- Focus this week will be on the Research Proposal and Essay 4
• Read: Envision (pp. 97-101; 108-109; 42-50; pp. 156-162; 116-130) & “Form a Critical Response” (in module); “Emphasizing Synthesis in Your Response” (in module)
• Peer Review due back to partner in Discussion Board by 11:59 pm on March 11
• Final draft of Essay 2 due to Dropbox by 11:59pm on March 14

Week 9: March 18-24
• Spring Break
• If you want to get ahead over the break, be reading the material assigned for Week 10 and be thinking about potential topics for your research project.

Week 10: March 25-31
• Do Module 8: Doing Research and Planning Research Arguments
• Zoom meeting
• Research Project introduced [Research Project includes: Research Proposal, Essay 3, and Essay 4]- Focus this week will be on Essay 3
• Read: Envision (pp. 202-207; 166-198; 136-155)
• Stand and Deliver #6 due to Dropbox by 11:59pm on March 26
• Research Proposal due to Dropbox by 11:59pm on March 28
• Stand and Deliver #7 due to Dropbox by 11:59pm on March 31

Week 11: April 1-7
• Do Module 9: Activities for Week 11
• Research and draft Essay 3
• Read: Adam Lawler’s “Head-to-Head: Should There be Limits on Freedom of Speech” (in module) & Chris Truax’s “Mob Rule? Forget It. The First Amendment Is Not a License to Protest Anywhere, Anytime” (in module)
• Stand and Deliver #8 due to Dropbox by 11:59pm on April 7
Week 12: April 8-14
- Do Module 10: Argumentative Thesis Statements
- Zoom meeting: Debate #3
- Research and draft Essay 3
- Read: *Envision* (pp. 29-32)
- Begin peer review of Essay 3 on April 12
- Peer Review due back to partner in Discussion Board by 11:59 pm on April 14
- Stand and Deliver #9 due to Dropbox by 11:59pm on April 14

Week 13: April 15-21
- Do Module 11: Organizing and Writing Research Arguments
- Research and draft Essay 3
- Read: *Envision* (pp. 212-228)
- Final draft of Essay 3 due to Dropbox by 11:59pm on April 16

Week 14: April 22-28
- Do Module 12: Transitions and Revising and Editing Research Arguments
- Research and draft Essay 4
- Read: *Envision* (pp. 229-230; 246-248; 238-239)
- Stand and Deliver #10 due to Dropbox by 11:59pm on April 23

Week 15: April 29-May 3
- Do Module 13: Activities for Week 15
- Research and draft Essay 4
- Read: Mike Snider’s “Study Confirms Link between Violent Video Games and Physical Aggression” (in module); John Glynn’s “Guns and Games: The Relationship between Violent Video Games and Gun Crimes in America” (in module)

Week 16: May 6-12
- No new module, instead research and draft Essay 4
- Zoom meeting: Debate #4
- Begin peer review of Essay 4 on May 8
- Peer Review due back to partner in Discussion Board by 11:59 pm on May 10
- Final draft of Essay 4 due to Dropbox by 11:59pm on May 12

Finals Week: May 13-17
- Final Exam Online: **Opens May 13 at 8:00am-ends May 15th at 5:00pm.**
- **NOTE:** The Final Exam must be taken in one sitting and can only be taken once.