English 132.006
Research and Argument

Section Number: 006
Class Meeting Time and Place: MWF 10-10:50AM, FERG 381
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Office Hours: M 11AM-12:30PM

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.

This section of 132 will be themed around mental health, as this is a rising topic in society that substantially affects college aged individuals. We will have readings related to mental health topics and issues, and your essays will be centered on summary, analysis, and research regarding the same notions.

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.

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.
Required Texts/Materials

*Lumberjacks Write*. Edited by Courtney Adams Wooten, SFASU Department of English and Creative Writing, 2018.

*Provided to you in English 131. I will issue you a copy if you did not take 131 here.*

An email you check regularly, and I suggest you check D2L regularly as well as this is where I will post reminders, class cancellation notices, etc.

Recommended Texts

Course Requirements
Literary Analysis (15%) – After reading *The Perks of Being Wallflower* during our first unit, you will be required to complete a 3-4 page literary analysis of the book, which will consist of looking at specific literary elements of the story and how the author uses them in relation to conveying mental health related issues.

Article Summary and Response (15%) – During our initial research unit focused on building analysis skills, you will be required to find a scholarly article related to mental health, critically read it, and provide a 2-3 page summary and response.

Annotated Bibliography (20%) – In preparation for your research paper, you will be required to complete an annotated bibliography, which will consist of finding and analyzing 7-10 credible and/or scholarly sources to be used for your argument. Maximum length will vary based on your annotations, but this should be at least 6 pages.

Researched Argument (30%) – As your larger assignment for the semester, you will be required to write an 8-10 page research paper on a topic of your choice related to mental health. You will construct an argument, research it – which will be done mostly via your annotated bib – and then write about it, incorporating those earlier found 7-10 credible and/or scholarly sources and/or any new ones you acquire by this point.

Final: Timed Writing (10%) – For your final, you will be required to write a reflective 2 page essay in class, using a Blue Book. More details will be given closer to the date.

*Detailed assignment sheets and rubrics will be provided for all major essays.*

In-Class Activities/Homework (10%) – Throughout the semester, I will assign homework related to readings/lectures and lead in-class activities of the same nature. These will make up a portion of your final average, so it is encouraged that you do them/participate actively.
Grading Breakdown and Standards

In Class Activities/HW 10%  A = 90-100
Literary Analysis 15%  B = 80-89
Summary and Response 15%  C = 70-79
Annotated Bib 20%  D = 60-69
Researched Argument 30%  F = 59 and below
Final 10%  

100%

Revisions
You will be given the opportunity to revise any one of your first 3 essays that you receive a B or lower on. If completed, I will scrap your original grade and replace it with the revised version’s grade. This is optional, and there are certain requirements to be met in order for me to reevaluate the essay. More information will be provided following the first essay.

Extra Credit
5 bonus points will be given to all major essays turned in with an AARC writing table/tutor attendance slip OR proof of OWL submission. Anyone with zero unexcused absences for the entire semester will receive 5 bonus points on their final essay grade. This will be the only form of extra credit offered in this course.

Conferences and Communication
At the end of the semester, you will meet with me to discuss your work in the class. Missing a conference will count as a class absence. If you wish to meet with me at other times during the semester, please utilize my office hours or set up an appointment with me.

Email is the quickest and easiest way to reach me. I encourage you to use that over the listed phone number. I will usually reply to your emails within 24 hours. Please do not email me multiple times about the same issue within those 24 hours. If I do not answer within that time, I may not have received your message - that is when you can resend me the same question/concern. This may vary with holidays. I’m human too and enjoy those, so I may not answer as fast during them but I will do my best. Additionally, I will not discuss grades over email. With all that being said, check the syllabus before you email me, as oftentimes the answer to your question is probably within this document.

Attendance Policy
In order to achieve success in this class (much like achieving success in your ultimate career you attain from getting your degree), it is crucial that you attend and actively engage yourself in the content and assignments. I recognize university excused absences and follow SFA’s policy for those involved in athletics, marching band, etc. or if any unfortunate family or health emergency arises. I also recognize that flu/strep/stomach viruses tend to break out in university environments, and that mental health issues can arise, and will take things like that into
account when deeming an absence excused if you’re sure to keep me posted via email and provide documentation (i.e. note from a health/counseling clinic).

In terms of unexcused absences, you can miss this class six times with no penalty. Anything past that will result in a drop of your final class letter grade per day, until you reach an F. This means that, for example, if you hit seven absences and have an A average overall in my class, when I calculate final grades I will automatically drop you to a B. University excused absences will not count towards this amount, and anything I deem excusable (provided you can document it) will not either. Essentially, excused absences will work on a case-by-case basis if not related to the university.

When you have to miss class, email me if you so desire to stay up-to-date. I will let you know what was covered and provide you with any homework assigned. Additionally, check with a peer for notes or things of that nature.

If you’re going to need to be out of class for an extended period of time due to some sort of unfortunate circumstance, please communicate with me and we will figure out the best course of action for your success.

Tardiness Policy
Come to class on time, which means the time listed on your schedule. I will begin promptly at that listed time, and if you miss material covered it is your responsibility to get it from someone. If you are in my 8AM, I will close the door at 8:15AM, at which point you may no longer enter and will be counted absent for the day. If you are in my 10AM, the same will apply, but at 10:10AM.

Do not make a habit of being late. I understand that occasionally, issues with parking may occur or you may oversleep and be running behind, but I also am aware that this should not be happening daily. Being late is a distraction to your peers as well as an inefficient use of both mine and your own time, so again, aim not to be.

General Classroom Policies
As college students, you are essentially in training to be professional, upstanding members of some form of a workplace. That means that you behave in a respectful manner, manage your time effectively, and give attention to matters that require it, to name a few things. Think about it this way, if you were working at your dream job, do you think they would be okay with you speaking out of turn, texting, wearing headphones, or eating loud meals during meetings? More than likely, you would be disciplined and/or fired for these behaviors. So, now is a great time to begin eliminating those behaviors from your repertoire and practicing professional etiquette.

Behavior – This is a college course, which means you’re either a legal adult or smart enough to participate in a class with them. That being said, I expect you to behave as such. I additionally expect you to respect me and your peers in every sense of the word. I want you to express your
ideas and opinions, but when they start to make anyone uncomfortable or provoke an overly heated discussion, I’d like us to respectfully agree to disagree and move on. Additionally, I expect you not to speak out of turn during lecture, as it is distracting to both myself and your classmates as well as unprofessional. Having said all of that, I reserve the right to dismiss you from class and/or count you absent for the day for behavioral issues. If the issue is reoccurring, we will need to sit down with the Department Chair and discuss you remaining in my class.

Cell Phones – Phones may be used from time to time to view readings via D2L, to look up terminology, or to participate in class activities. They should not be used for anything else. If you are on your phone texting, viewing social media, playing games, etc. during class, you will be deemed not academically present, which means you will receive an unexcused absence for the day. If you are expecting an urgent or pressing phone call or text, notify me prior to class, and quietly step out to take it whenever it arrives.

Laptops/Tablets – Laptops and tablets may be used for the same above reasons as cell phones, or to take notes. The same implications apply as for phones if you are using your laptop or tablet for non-class related matters.

Headphones – You will absolutely, without exception be counted absent if you keep headphones in during class. It is disrespectful to me as an instructor and demonstrates to me that you are in class solely because of an attendance obligation.

Food/Drinks – I don’t care if you need to have a snack or a drink, just don’t bring anything too excessively noisy/extensive, and clean up after yourself. Additionally, don’t be late to class over food. If you want to bring coffee, plan for the morning line at Starbucks.

Late Work Policy
Late assignments will lose 5 points per day past the official due date, including weekends. For example, if you turn in an essay that was due Friday on a Monday, your highest possible grade will be an 85. You will not be able to make up or late submit missed in-class activities.

Academic Integrity
Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3)
incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf.

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/