ENGLISH 132: Research and Argument (Spring 2019)

Instructor Lindsey McDonald  
ENG 132-705, online  
ENG 132-706, online

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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.

English 132 is the second half of freshman composition. In English 131 students were introduced to the ideas of drafting, revising, editing, research, and critical thinking through writing. English 132 continues to build on those skills. The first part of English 132 considers the components of critical reading and argumentation; students focus on analyzing and interpreting a set of essays and how they relate to one another. These skills then are applied to researching and documentation, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the course requires longer, researched argumentative essays meant to demonstrate the skills students have learned in both English 131 and 132. English 132 covers all aspects of writing concerning critical analysis, argumentation, and research/reports. The 132 student will gather, read, summarize, and synthesize --in general utilize — information from various sources about given contemporary topics; students will then incorporate this information into literate, rhetorically-controlled responses (essays and research papers) which indicate their awareness of varying audiences and methods of argumentation. As opposed to English 131, English 132 begins to focus on more college-oriented skills. English 132 is more rigorous and demanding. As such, I have designed this course to stretch students’ reading comprehension, information literacy, composition, and critical thinking skills. This section of English 132 is designed for students to develop arguments in their chosen career fields. Essays 2, 3, 4 will be developed as approved argumentative topics that tie to each individual’s major area of study.

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 for core assessment.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course this semester, and the date the assignment(s) should be uploaded. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment this semester. If the current semester is not designated for collection, this information is included so that you’ll understand the courses are in compliance with state regulations.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Extended Research Argument</td>
<td>May 6</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Extended Research Argument</td>
<td>May 6</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.</td>
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**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

Provided by the English department.

ISBN:

COURSE REQUIREMENTS

1. **Daily Grades: ~ 500 points**
   These points are approximate. The grades will come from daily participation - diagnostic essay, drafts of essays, peer reviews, daily assignments, discussion boards, and quizzes. It is important that you complete these assignments and submit them on time, as they are building blocks to successfully accomplishing the major writing assignments associated with the modules.

2. **Argument Analysis: 200 points**
   3-4 page minimum, analyzing two given articles.

3. **Issue Proposal/Annotated Bibliography: 400 points**
   8 annotated sources, 4 pages minimum.

4. **Exploratory Paper: 300 points**
   Researched argument with 3-5 sources, 3-4 pages minimum.

5. **Rogerian argument: 400 points**
   3 pages minimum

6. **Researched position paper: 400 points**
   10 sources minimum, 6-8 pages minimum

7. **Final Exam: 100**
   Multiple choice exam based on the book.
Grading Standard:

A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

COURSE POLICIES

Attendance: As this course is completely online, attendance will be constituted by participation in the activities of the course. These activities include discussions, email, quizzes, essays, and other written assignments. For each required assignment which is not submitted, the student will be counted absent. After 5 un-submitted assignments, the student may be considered failing, regardless of grade average.
Assignment Submission: All written work will be submitted electronically via D2L. All files must be formatted in either .rtf, .doc or .docx (compatible with Microsoft Word).

Late Work: Late work is an ongoing problem in online courses. I often receive requests for extensions and reopening of assignments. I will remind you that assignment due dates are in the course calendar. The assignments are always due at 11:59pm. Please do not wait until the last minute and expect things to go smoothly. Set a goal to work ahead of time; time management is an essential skill for success. With this being an online class, even excused absences don’t necessarily prevent you from turning your work in on time.

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.

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/.

COURSE SCHEDULE

*** This schedule is tentative. I reserve the right to change its contents and will post changes to D2L. ***
*Assignments, as well as dates, are subject to change at the discretion of the instructor. Changes will be posted on D2L.*

Week 1: Jan 22 - Jan 25
- Introduction to the Course
- Discussion post - Introductions/Group Introductions
- Chapter 2 in Revel (Exercises 2.6.1:A, 2.6.2:B)
- **Jan 25 Rhetorical Situation Analysis (using TRACE) due**

Week 2: Jan 28 - Feb 1
- Claims, Proofs, and Fallacies
- Chapter 5 in Revel (Exercise 5.3.3:C)
- **Jan 31 Group Discussion: Analyze types of claims in visual argument**
- Chapter 6 in Revel

Week 3: Feb 4 - Feb 8 [Feb 6 - 12th class day]
- Claims, Proofs, and Fallacies
- Chapter 6 in Revel (Exercises 6.7.1:A, 6.7.2:B)
- **Feb 6 Discussion: Analyzing the proofs in an Essay**
- Chapter 7 in Revel (Exercise 7.5.1:A)

Week 4: Feb 11 - Feb 15
- **Feb 11 Group Discussion: Analyzing Advertisements**
- Chapter 4 in Revel (Exercise 4.4.2:B)
- **Feb 14 Group Discussion: Toulmin Analysis of Advertisement**
- Read the Essay Assignment sheet for Argument Analysis
- Choose an article from “War and Peace” to analyze

Week 5: Feb 18 - Feb 22
- **Feb 20 Argument Analysis Due**
- Chapter 1 in Revel (Exercises 1.11.6:F, 1.11.7:G, 1.11.9:I)
- Read Issue Proposal/Annotated Bibliography Assignment
Week 6: Feb 25 - Mar 1

Feb 25 Group Discussion: Issue Proposal invention exercise
Feb 27 Respond to Group Discussion
Mar 1 Issue Proposal due

Week 7: Mar 4 - Mar 8
Chapter 11 in Revel (Exercise 11.9.4 D)
Library video
Mar 6 Begin work on Annotated Bibliography

Week 8: Mar 11 - Mar 15 [Midterm] SPRING BREAK

Week 9: Mar. 18 - 22   SFA SPRING BREAK
Mar 19 Annotated Bibliography due
Chapter 3 in Revel (Exercise 3.8.5:E)
Mar 21 Group Discussion: Analyzing a Student Exploratory Paper
Read Exploratory Essay Assignment

Week 10: Mar 25 - 29  [Mar. 27 last day to drop classes]
Mar 27 Exploratory paper draft due
Mar 28 Peer Reviews due
Mar 29 Exploratory paper due

Week 11: Apr 1 - Apr 5.
Apr 2 Complete Toulmin Analysis of your exploratory paper
Chapter 9 in Revel (Exercise 9.4.5:E)
Apr 5 Discussion post: Rogerian argument prewriting assignment

Week 12: Apr. 8 - Apr. 12
Apr 10 Rogerian argument draft due
Apr 11 Peer Reviews due
Apr 12 Rogerian argument due

Week 13: Apr. 15 - 17 [Easter Break Apr 18-21]
Chapter 12 in Revel (12.7.3:C, specifically see the example)
Read Researched Position Paper Assignment
Week 14: Apr 22 - Apr 26
Research and Draft your position paper

Week 15: Apr 29 - May 3
May 1 Researched Position Paper Rough Draft due
May 3 Peer Review
Proofread and Finish Paper

Week 16: May 6 - May 10  [Dead Week]
May 6 - Researched Position Paper due
Review for Final Exam

Week 17: May 13 - 17 (Finals Week)
Final Exam Online: Opens
May 13 at 8 a.m. — ends May 15 at 5:00 p.m.
(must be taken in one sitting and can only be taken once.)