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.

Courses with a specialized theme provide a concentrated and richer context for a subject, thereby helping students achieve greater focus and enabling them to be more precise with their writing. Our class readings, discussions, and essays will center on the theme of sustainability/STEM, with readings concerning issues of related to the fields of forestry, environmental science, and science at large.

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.

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


https://writingcommons.org/: A free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.


Texts on D2L These must be printed, read, and brought to class on days they are assigned OR be accessible to you in class via an electronic device (laptop, tablet, phone, etc.)

Drafts of your work; again, these must be printed and brought to class on days they are assigned OR be accessible to you via an electronic device (laptop, tablet, phone, etc.)
COURSE REQUIREMENTS

ASSIGNMENTS
For each assignment, detailed requirements will be posted on D2L under “Content” > “Assignments.”

Essay 1 (3-5 pages): Argument Synthesis – In this essay you will address an argument while using relevant information from multiple sources (course texts and research) to support and further your claim. In other words, you will make use of summaries, paraphrases, and quotations to prove your claim.


Formal Research Proposal (600-900 words) and Annotated Bibliography (80-100 words per entry/7-10 entries) for Essay 3: By the time you begin working on the proposal and annotated bibliography, you should have a clear idea of how what topic discussed in class thus far you intend to analyze for your final paper. This assignment is geared toward the research that will help you formulate and defend a strong thesis in Essay 3.

7-10 Source Annotations (100–200 words each): Research for this course should be continuous and conducted in the spirit of inquiry. Provide summary and evaluative statements for each annotation. The bibliography should be formatted according to MLA standards.

Essay 3 (2400-3000 words): Argumentative Analysis Essay – An argument based on any of the topics we have discussed in class thus far, and should reflect on the theme of our class. You must approach a topic different than you considered for your other papers, though the topics may be related. Compose a sustained and supported argument that incorporates multiple argumentative strategies and 7-10 academic sources.

Save all drafts in a reliable location and back everything up! Computers crash, so back documents up on a cloud drive (A subscription to Microsoft OneDrive is provided free with Microsoft Office 365 to all students at SFA), email documents to yourself, or save them to a flash drive. Don’t delete or throw away ANYTHING until after the end of the semester. Composing on the online-version of Microsoft Word ensures immediate backup to Onedrive, which will prevent data loss. I highly suggest using this mode in order to avoid foreseeable issues.

Final Presentation
For this project, you will create a formal presentation about the issue your research project revolves around that is intended to be presented to fellow SFA college students. During our final exam period, you will give this presentation in 5-8 minutes.

Weekly Quizzes/Question Sets/Discussion Questions: On a weekly basis, you will be asked to respond to a set of questions located in the weekly ‘Contents’ section of our D2L course. These questions will engage you with that week’s readings and/or viewings. Alternatively, and more often, you will take a weekly (unannounced) quiz concerning the week’s readings.

GRADING

To pass this course, students must do the following: (1) complete all assigned writing to the appropriate Dropbox folder on D2L on time and (2) submit only writing produced for English 132 during the current semester (no recycled writing). These are the minimum requirements for passing the course. Your course grade will be determined as follows:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points*</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Quizzes/Questions Set/DQ</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Cumulative Module Assessment Test 1</td>
<td>100</td>
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<tr>
<td>Cumulative Module Assessment Test 2</td>
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<tr>
<td>Essay 1 (Argument Synthesis)</td>
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<tr>
<td>Essay 2 ( Literary Analysis)</td>
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<td>20%</td>
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<tr>
<td>Essay 3 (Argument Analysis)</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Proposal and Annotated Bibliography</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Final Presentation</td>
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<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
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</table>

*A = 900–1000 / B = 800–899 / C = 700–799 / D = 600–699 / F = Below 600 points

**A:** Writing that demonstrates unusual competence. Thesis statement is clear and specific. Content is both unified and coherent. Sufficient details are provided to develop thesis statement. Grammatical/mechanical or documentation errors are minimal, with no patterns of serious error. Sentence patterns are varied. Diction is tight, fresh, and appropriate to audience and purpose. The “A” essay is imaginative. The writing is thoughtful and avoids the obvious, thus providing insight that is often personal and illuminating. The “A” essay invites rereading.

**B:** Writing that demonstrates competence. Content is unified and generally coherent. Key ideas are supported with details. Essay may contain grammatical/mechanical and documentation errors, but those errors do not detract from the essay’s content. Sentence patterns are sufficiently varied to keep reader interested. Diction is generally concise, accurate, and appropriate to audience and purpose. The “B” essay offers substantial information with few distractions.

**C:** Writing that suggests competence, but with a tendency to depend upon the self-evident and the cliché. Content may be ineffectively organized, with weak or missing transitions. Grammar/mechanical and documentation errors may be repeated or frequent. Development is thin: generalizations are not developed with appropriate details. Diction is limited in range, occasionally marred by repetition, redundancy, imprecision. Sentences may be choppy, monotonous. The “C” essay lacks both imagination and an awareness of choices that affect style.

**D:** Writing that suggests incompetence. Thesis statement may be unclear or missing. Content is disorganized. Essay fails to provide the reader with clear direction and focus, and transitions between ideas are missing. Ideas are left undeveloped. Generalizations are not supported. Grammatical or sentence structure errors may distort the intended meaning. Mechanical and documentation errors may be prevalent. Diction is limited in range and may be inappropriate. Evidence of proofreading is scanty. The “D” essay often gives the impression of having been conceived and written in haste. The “D” essay is not thoughtful and does not invite reading, much less rereading.

**F:** Writing that demonstrates incompetence. Essay lacks thesis statements, unity. Writing is marginally coherent. Few ideas are developed or supported. Grammar, spelling, and sentence structure are weak. In short, the ideas, organization and style fall far below what is acceptable in college writing.
COURSE POLICIES

Attendance: Students are only allowed six unexcused absences and/or nine excused absences (no more than nine classes total may be missed) for a MWF class. 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’s excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work when the nature of the work missed permits. However, no absences beyond the nine will be permitted, whether unexcused or excused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must turn in all major assignments (four formal essays and two presentations) to pass the course.

I take attendance at the beginning of class; arriving more than ten minutes after class begins will result in your being marked absent.

Course Citizenship: Eating, sleeping, or reading other materials during class are not acceptable. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity. Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.

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, .docx (compatible with Microsoft Word), or PDF. I will not accept Mac Pages or Google Docs, for example. I will return your drafts via D2L.

Late Work: I will accept major essays for a 10% per day penalty. I will not accept any daily work (quizzes, cumulative module assessment tests, etc.) after the day and time it is due. You should save your work in multiple places; I highly recommend using online storage such as OneDrive (this one is included as a free-of-charge option in the university’s downloadable subscription of Microsoft Office 365), which is a free service you may use to back up your files. If you opt to use the Online version of Word, your work is automatically saved and backed up, so you will never lose your data in a computer crash.

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.


**Discrimination/Sexual Harassment:** 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.

**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 (Argument Synthesis Module—First Five Weeks)

This schedule is tentative. I reserve the right to change its contents and will post changes to D2L. The “Readings and Assignments” column lists what you should read or work on as homework for the following class period. ***

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introducing Course / Review Argument / How Do We Shape the Land? (Module 1)</strong></td>
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<tr>
<td>1/21</td>
<td><em>Martin Luther King Holiday: No Classes</em></td>
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</tbody>
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| 1/23 | W: *Introduction to the Class*  
In-Class reading: Robinson, “Teaching Borlaug—Or Valuing the “Expertise of Breadth”  
Homework:  
*Lumberjacks Write*: Part 1: General Information (pp. 1-17);  
*Writing Commons*: Argument (Classical and Rogerian)* |
| 1/25 | F: *Review: Arguments, Course Policies. Revisit Robison*  
Homework:  
*Quiz/Question Set #1: Course Introductions* (Due on D2L)  
*D2L*: Leopold, “Wilderness as a Form of Land Use”  
*Writing Commons*: “Critical Reading Practices”* |
| **Week 2** | **Wildlife and Wilderness (Quiz #2 will happen at the beginning of class on the 22, 24, or 26)** |
| 1/28 | M: *Discuss Reading*  
Homework:  
*D2L*: Marshall, “The Problem of the Wilderness”* |
| 1/30 | W: *Discuss Reading*  
Homework:  
*Writing Commons*: “Double Entry Response Format”  
*D2L*: “Introduction to Synthesis”* |
| 2/1 | F: *Synthesis Exercise—Marshall and Leopold*  
Homework:  
*D2L*: “Argument Synthesis Essay Prompt”  
*D2L*: Berry, “The Body and the Earth”* |
| **Week 3** | **Agriculture and Land Use (Quiz #3 will happen at the beginning of class on the 4, 6, or 8)** |
| 2/4 | M: *Class Discussion*  
Homework:  
*D2L*: Berry, “Getting Along with Nature”* |
| 2/6 | W: *Class Discussion*  
*Writing Commons*: “Thinking Rhetorically”* |
| 2/8 | F: *Synthesis Exercise—Berry and Berry*  
Homework:  
*D2L*: Lowdermilk, “Conquest of the Land Through Seven Thousand Years”* |
<table>
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<tr>
<th>Week 4</th>
<th>Soil Conservation (Quiz #4 will happen at the beginning of class on 2/11, 2/13, or 2/15)</th>
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</table>
| 2/11           | M: *Discuss Reading*  
                  | Homework: Work on Synthesis Essay                                                  |
| 2/13           | W: In-Class Screening: Burns, *The Dust Bowl*  
                  | Work on Synthesis Essay                                                            |
| 2/15           | F: In-Class Screening: Burns, *The Dust Bowl*  
                  | *D2L:* Easterbrook “Benefactor of Humanity” (A Discussion of Borlaug)              |
| Week 5          | Agriculture and the Green Revolution (In lieu of Quiz #5, turn in Peer Review Completed on 2/22) |
| 2/18           | M: *Class Discussion*  
                  | Writing Commons: APA Style (Skim Contents)                                          |
| 2/20           | W: *Class Discussion*; Screen short film on Borlaug                                 |
                  | Homework: Work on Essay (Final Essay due Friday, 3/1 at 11:59 pm on Dropbox)         |
| Week 6          | Review / How Does the Land Shape Us? (Module 2) (Quiz #6 will take the form of Cumulative Module Assessment Test 1) |
| 2/25           | M: *Review: Cumulative Module Assessment Test 1*                                     |
| 2/27           | W: Cumulative Module Assessment Test 1 (25 min); *Introduction: How Does the Land Shape Us?*  
                  | Homework:  
                  | Spraag, “In Praise of Horses” (1-25)                                                |
| 3/1            | F: *Class Discussion*  
                  | Homework:  
                  | **Final Argument Synthesis Due at 11:59 pm on Dropbox**  
                  | Spraag, “My Sister’s Boots” (46-68)                                                |