To maintain social distancing protocols, all office hours will be conducted over Zoom.

**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.

**PROGRAM LEARNING OUTCOMES**

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

**REQUIRED TEXTS AND MATERIALS**

- Notebook and writing utensil. This course is a writing course, so you should be prepared to write any given course period.
- Office 365 (Word, Outlook, PowerPoint, OneDrive). Do not use your personal account for this course as SFA provides students with an Office account which includes 1TB of cloud storage. I ask students to share their files with me when they come for advice on a draft and using your SFA account streamlines the process.
- All materials will be available on D2L.

**MASK REQUIREMENT GUIDELINES AND FAQ**

- Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

- **Will students face consequences for not wearing face coverings on campus?**
  - If a student refuses to wear a face covering when requested, they may face consequences. The student should be reported to the Office of Student Rights and Responsibilities for “failure to comply”.

- **What should faculty do if a student refuses to wear face coverings in class?**
  - If a student refuses to wear a face covering when requested, they should be asked to leave. If the student does not have a mask, they can receive a disposable mask at the information desk in the Baker Pattillo Student Center or from the Office of the Dean of Student Affairs. If this happens more than once, or if the student’s
conduct warrants it, the student should be reported to the Office of Student Rights and Responsibilities for “failure to comply”.

- **What if the student refuses to leave?**
  - If a student refuses to leave the classroom, faculty should contact UPD from any campus phone by calling 911. When calling from a cellphone, call (936) 468-2608.

- **How severe will these consequences be for students found responsible?**
  - Consequences will match the level of severity of the offense. A one-time occurrence where the student expresses remorse is likely at a lower level of severity than a willfully defiant, repeat offender. Students who refuse to leave classes or who become threatening or violent will face more severe consequences – even for a first offense. A student who knowingly and recklessly puts others health and/or safety at risk through their conduct will face the most severe consequences.

**COURSE ATTENDANCE**

This course follows a hybrid format in which we will replace much of the time we would normally spend together with thoughtful exchanges online. In our face-to-face sessions, we’ll spend the majority of our time considering more difficult concepts and learning necessary skills. To determine attendance, you will be divided into groups of A/B/C and follow the in-class schedule as listed in the Calendar. In-class and out-of-class requirements are as follows:

- **In-class time:** We’ll have 50-minute classes based upon the Calendar schedule in which we will practice writing and critical analysis skills. You will do workshops, peer reviews and other assessments during the sessions.

- **In-class replacement time (1.25 hours weekly):** Instead of listening to me lecture for 50 minutes each day, you’ll read, watch, and/or listen to content on your own time in preparation for our time together.

- **Out-of-class time (~5 hours weekly):** Outside of class, expect to complete additional readings, viewings, writing assignments, and assessments.

**COURSE POLICIES**

- **Adults make arrangements.** All major assignments are due on the date listed on the prompt or as stated in class. I do not accept late work unless arrangements are made prior to the due date and asking for arrangements does not guarantee any will be given.

- **All assignments must be typed in MLA format.** I will not accept hand-written work. Assignments that do not follow MLA format will not be graded.

- **All major papers must be submitted on D2L via the appropriate dropbox as a Word or PDF file.** Essays that are not in the proper file format will be considered late and receive a letter grade deduction per day. Do not share your paper with me through Google Docs. Do not email me your paper. If you do not submit your paper in the proper file format, I will not grade your paper until it is the correct document type.

- **I expect students to actively participate and to come prepared.**
• SFA email is an official form of communication, and I highly recommend you check your school email at least once a day. Often many of the issues confronting students can be resolved through communication. I am happy to help all my students; however, if you wait until the last minute to email me a problem or concern with an assignment, I may not be able to respond in time to help.

• It is up to you to calculate what you need to achieve on any assignments for your desired grade.

• Eating, sleeping, or reading other materials during class are not acceptable behaviors. 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 do so.

• 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.

**COURSE ASSIGNMENTS**

For all major paper assignments, I will provide you with a detailed prompt explaining the assignment and expectations. There are, however, some guidelines that are consistent with each assignment:

• All papers must be in proper MLA format (essays that do not meet MLA guidelines will be considered late)

• Must meet minimum page length

• Turned in on D2L as a **Word document** or as a **PDF** by the due date

• Have an original title that is indicative of the topic (Essay 1 is not a good title)

• If the assignment requires sources, there must be a proper works cited page

I cannot stress this next part enough: **Do not plagiarize.** I am aware of the panic moment of needing to get an assignment “finished,” but by using someone else’s ideas, not only are you robbing yourself of the development of your critical thinking skills, but you are also damaging any credibility you may have had in the course. Any acts of academic dishonesty will receive a zero for a grade with no chance of revision and will most likely be turned into your academic dean. You would be better off asking for an extension or turning in an incomplete assignment than cheating.

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

**POINT BREAKDOWN AND GRADE SCALE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument essay 1</td>
<td>15%</td>
</tr>
<tr>
<td>Argument essay 2</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>20%</td>
</tr>
<tr>
<td>Final research paper</td>
<td>25%</td>
</tr>
</tbody>
</table>
Discussions and daily grades 20%

Missing two major assignments will automatically fail you for the course.

More information on written assignments will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Quizzes will be either short answer, essay formats, or a combination of the two. They are given during the first ten minutes of class.

Grade Scale
100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 0 = F

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 Outcomes and Credit Hour Justification
ENGL 1302 “Research and Argumentation” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students will read and study the principles of argumentation (both classical and contemporary), practice analysis of published arguments, and then apply these principles to their own individual arguments that grow out of their career fields and interests. In addition, students will learn best practices for research in order to inform themselves about the arguments they engage, and they will learn how to incorporate the needed evidence to support their claims/positions. The third component of the course requires students to understand that there are various methods of source documentation; in this course, they will engage the MLA
documentation method and observe it in their written productions. Students will practice and (to some extent) master the writing process, producing multiple drafts of a summary analysis, annotated bibliography, a synthesis analysis and an extended argument of their own. These activities average at a minimum 6-8 hours of work outside class each week to prepare for and participate in this course.

**STUDENT 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.