English 1302.012  
Fall 2020  
Rhetoric and Composition  
Department of English, SFASU  
Professor: Mr. Milstead  
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Office Phone: 468-2005  
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Zoom Office Hours: TR 10:50-12:20  
3:30-4:30

Meeting Times and Location:  
8:00 pm – 9:15 pm TR T. E. Ferguson Liberal Arts 171

Description:

ENG 132 – Research and Argument: “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.” College Bulletin, 2012-2013.

Additional Information:

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 half of English 132 focuses analyzing and interpreting a set of essays and how they relate to one another. These skills are then moved on to researching, and discovering how different sources interact with each other, even though the authors may disagree. The final part of the
course is a longer, researched essay meant to demonstrate the skills students have learned in both English 131 and 132.

As opposed to English 131, English 132 begins to focus on more college-oriented skills. Moreover, English 132 is also a bit more rigorous and demanding. As such, I have designed this course to stretch your reading comprehension, writing, and critical thinking skills. Moreover, the second half of the semester focuses on research and information literacy, both of which are invaluable in a college setting.

Remember, if you took English 131 and made lower than a C, you may not be enrolled in English 132. You must reenroll and pass English 131 before moving on. Moreover, in order to take many upper-level courses you must have taken and passed both English 131 and 132 with a C or better.

General Education Core Curriculum Objectives:

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Communication Writing may be assessed. These objectives are: 1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. 2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication. 3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal. 4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English 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.

Student Learning Outcomes for ENG 132:

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.

**Required Texts and Materials:** *A spiral notebook for your journal entries.* Lumberjacks Write fourth edition (provided by the Department of English)

**Grading Weights:**
Essay 1: Summary and Critical Analysis (3-4 Pages) 20%
Essay 2: Synthesis and Critical Analysis Group Work (5-6 Pages) 15%
Essay 3: Annotated Bibliography (10 entries) 15%
Essay 4: Research/Argument: Assessment (6-7 Pages) 25%
Daily (Journal, In-Class Participation): 10%
Final Exam (Timed Writing) 15%

Your running points/grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss.
Journal Requirements: You must provide a journal (this can be kept on your laptop) that will be used exclusively for journal entries. All notes will need to be taken in a separate notebook. You lose 5 points for each entry that does not meet the requirements.

Grade Criteria:
To figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.
Grading Standard:
A: 90-100: Students earning the grade of 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. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.
B: 80-89: Students earning the grade of 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 a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the
complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of 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 is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of 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, 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 completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a 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 given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. 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 page length, but not purpose) s/he may receive 0 points.

Attendance:
The attendance policy for this course is the official SFASU policy as stated at:
http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.
Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments.

Contacting Me:
The best way to contact me is during your set class times, or during my Zoom office hours, however, due to the limitations of our class meetings you can also contact me through my email (atmilstead@sfasu.edu). Understand that I will attempt to answer emails as promptly as possible and always within 24 hours, however, I do not read emails during the weekend or after 4:30 PM.

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, policy D-34.1). 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. 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 projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.
Student Academic Dishonesty Original Implementation: Unpublished Last Revision: January 31, 2017 Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: ▲ using or attempting to use unauthorized materials on any class assignment or exam; ▲ falsifying or inventing of any information, including citations, on an assignment; ▲ helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: ▲ submitting an assignment as one's own work when it is at least partly the work of another person; ▲ submitting a work that has been purchased or otherwise obtained from the Internet or another source; ▲ incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
Procedure for Addressing Student Academic Dishonesty A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure: 1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved. 2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making this decision. 3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade. 4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

Withheld Grades Policy (A-54):

Students with Disabilities:
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 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/.

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.