English 1302 Research and Argument

English 1302-500 Fall 2020 Syllabus

Meeting Times: Asynchronous
Location: Online
Instructor: Annaliese Chaudhuri (Mrs. C)
Office Location: N/A
Email: chaudhurad1@sfasu.edu (mySFA email), chaudhurad1@d2l.sfasu.edu (D2L email)
Office Hours: MWF 7:55 am - 8:55 am and Tu/Th 8:45 am – 9:45 am by email through D2L or mySFA. Zoom or chat room office hours are also available via appointment.

Required Materials:
A computer and internet access

There is no required textbook for this class, but you should treat the online course you are working through as a hybrid of a textbook and class lecture.

Various handouts/readings will be posted on D2L during the semester.

Recommended Materials:
A flash drive or access to an online drive (such as Google Drive) for making backups. The only thing worse than having a nearly-complete essay lost to a crashed computer is having your professor say you should have backed it up.

Course Description:
ENGL 1302 “Research and Argumentation” (3 credits; fully online) meets online for 15 regular weeks during the semester, and also meets for the final week of the semester for a 2-hour final examination online. 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 which 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 8-10 hours of work each week to prepare for and participate in this course.
Students entering English 1302 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.

This is a writing-intensive course. There are a number of major written assignments through which you will produce a minimum of 20 pages of final-draft-quality writing.

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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 1302 Learning Outcomes

At the completion of this course, students will be able to:
• Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
• Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
• Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
• Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
• Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
• Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

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.

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**COURSE POLICIES**

This class is comprised of students that do not all attend the same high school, but these classes are still typically proctored by someone from your high school. Your classroom proctor will be helping me facilitate this course, and will be in charge of making sure that you are doing work that I have assigned to you to have ready for future class days. The time your proctor is taking to work with us on this course is invaluable to me and your proctor is to be given every respect and courtesy. Reports of misbehavior or lack of cooperation with your proctor will result in disciplinary action.

*Check your e-mail and our D2L course page every day if not every other day. I do monitor and report to your proctor and the school counselor how often you log in and access course material.*

**Classroom/Discussion Board/Chat Room Decorum:** In order to improve our critical reading and thinking skills, we will engage in open, free discussions. Despite the overall similarities in age, university classes tend to be composed of people of differing backgrounds with differing perspectives. In other words, we can all learn from our peers. To this end, you *must* come to class prepared to discuss and debate the readings. All participants in discussions are expected to remain courteous and respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary problems at the college level, persistent behavioral disruptions will result in the student in question being asked to leave and receiving an absence for the day. The goal of these discussions is not to “win” an argument but to open everyone’s minds to multiple possibilities.

*E-mails* will be composed professionally, this means you should have some sort of salutation such as “Hi Mrs. C,” and end the email with a valediction such as “talk to you soon” or “sincerely” or “thank you,” etc. and your name. Anyone sending unprofessional e-mails will be invited to resubmit. If you send me an email with just an attachment without a request as to what you want done with it, I will respond with a request that you read this policy in the syllabus.

**Late work/revision policies**

- Late work can only be accepted with an *excuse such as a death in the family, an illness/dr. appointment, or an unforeseen university/high school approved event*. Excuses must be dated and emailed. If you are making up work due to any of the aforementioned types of absences, these assignments are should be completed in a week’s time or will lose points.

- If you know you are going to be absent ahead of time, you should turn in your assignments ahead of time. This is especially important if the absence doesn’t meet the criteria for an “approved excuse” mentioned previously.
• Homework/discussion work or daily work (such as quizzes) cannot be turned in late or made up regardless of what your approved excuse is or if it’s an issue of an unexcused absence. Basically if you’re not in class to take a quiz or participate in discussion assignment, that grade is dropped from your average for that grading category. You will not send me any makeup work or take a quiz for a grade at a different time. Only essays can be turned in late, but for unexcused absences, ten points per day will be deducted from an essay that was not submitted the day and time it was due.

• Students may revise their first OR second essay (but not the annotated bibliography or third essay). Essay 1 revisions or Essay 2 revisions are due Friday, December 4th. I will use whichever grade is higher as the final grade on an essay revision. For example, if a student revises their first essay and scores a 60% initially and then scores an 80% on their revision, I will use the higher grade. Conversely, if a student scored 60% initially, but scored a 30% on their revision, the higher of the two grades would still be used. Essays that are turned in late cannot be revised (unless in the case of an excused absence).

Plagiarism: If you use ideas or words that are not your own, you must give full and proper credit. The use of “essay rewriter” or paraphrasing software is expressly forbidden.

If you plagiarize, you will almost certainly get caught. If you get caught, you will earn a zero for the assignment, and you will fail the course. It doesn’t matter if it’s a homework assignment or a major paper. It doesn’t matter if you plagiarized a few lines or the whole paper. Cheating on quizzes also is a form of academic dishonesty. Your misconduct will be reported and documented to the university.

To avoid emergencies, you should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Alternately, you may acquire a flash drive and make frequent backups. Computer failure is not an excuse for missing due dates.

Page counts must be met. Page counts do not include the Works Cited page. Ten points per page will be deducted for incomplete assignments (If I assign 4 full pages of writing, I do not mean turn in 3 ½ pages of writing).

Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html. The highest grade an essay can earn without including a Works Cited page is a 50. Not having a works cited page is a form of plagiarism and you could risk failing the class.

Return of Graded Work
You will note in the tentative schedule for the Fall at the end of the syllabus that there is a scheduled date for when major assignment grades are posted to D2L (typically 1 week from the date the assignment was due) as well as scheduled dates for when your overall final grade will be refreshed on D2L (about every two weeks).
It was stated earlier that students who are ill, experience a death in the family, or who are taking an unforeseen school/university approved trip are expected to turn in any late work in a week from when the assignment was originally due. Teachers experience these things as well, and if there is any delay in grading due to one of the above university approved excuses you will be notified via email on D2L and given a date on when to expect the next posting of any missing assignments.

**Grading Breakdown**

Discussion (discussion boards or chat rooms, workshop, peer review, any daily activities or homework) and Quizzes and Final Exam (all these grades are averaged together) 15%

Essay 1 20%

Essay 2 20%

Annotated Bibliography 20%

Essay 3 25%

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
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<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
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<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of three or more papers for instructor and peer feedback, which may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.</td>
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<tr>
<td>D</td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of one or two papers, which may sometimes or always be incomplete; rare contributions during group activities. [Performance may be marked by other flaws: late responses; disruptive; etc.]</td>
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| F     | Weak communicative skills; little to no preparation for class; little evidence of reading assignment; never volunteers or doesn’t respond when prompted; never or very
infrequently submits drafts for instructor and peer feedback, which are always incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.

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

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
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) the falsification or invention of any information, including citations, on an assigned exercise; 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 are (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 an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarly, 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.

**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, and Room 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/](http://www.sfasu.edu/disabilityservices/).

**Tentative Class Plan English 1302—Fall 2020 (please refer to D2L as your primary scheduling guide)**

**Week 1 (Aug. 24-28)**
Read the syllabus, and the modules listed for this week covering the Essay 1 assignment materials, thesis statements, MLA formatting, and plagiarism. Participate in the discussion board and this week’s quiz.

**Week 2 (Aug. 31-Sept.4)**
Read/complete the modules listed for this week. Complete your research for your visual rhetorical source as well as any other source material. Grades are due on D2L. Participate in the discussion board and this week’s quiz.

**Week 3 (Sept. 7-11)**
Workshop introductions and thesis statements, draft the rest of your essay. Participate in the discussion board and this week’s quiz.

**Week 4 (Sept. 14-18)**
Peer review, workshop counterargument paragraphs, continue drafting your essay. Review modules on MLA and plagiarism Essay 1 due Sept 21. Grades due on D2L. Participate in the discussion board and this week’s quiz.

**Week 5 (Sept. 21-25)**
Read/complete the modules on the Essay 2 assignment materials listed for this week. Participate in the discussion board and this week’s quiz.

**Week 6 (Sept. 28- Oct. 2)**
Essay 1 grades due Sept. 28. Read/complete the modules assigned for this week. Complete your research for your literary rhetorical source as well as any other source material. Participate in the discussion board and this week’s quiz.

**Week 7 (Oct. 5-9)**
Workshop introductions and thesis statements, draft the rest of your essay. Participate in the discussion board and this week’s quiz. Grades are due on D2L

**Week 8 (Oct. 12-16)**
Read/complete the modules assigned for this week. Workshop counterargument paragraphs, continue drafting your essay. Essay 2 due Oct. 19. Participate in the discussion board and this week’s quiz.
**Week 9 (Oct. 19-23)**
Read/complate modules covering Essay 3 and the Annotated bibliography, class discussion of research topics selected by students, review selecting different source types. Participate in the discussion board and this week’s quiz.

**Week 10 (Oct. 26-30)**
Essay 2 grades due Oct. 26. Read/complate the modules assigned for this week. Finish most of your research for your annotated bibliography. Participate in the discussion board and this week’s quiz.

**Week 11 (Nov. 2-6)**
Read/complate modules assigned for this week. Workshop annotated bibliographies, final draft of annotated bibliography due Nov. 9. Participate in the discussion board and this week’s quiz. Grades due on D2L.

**Week 12 (Nov. 9-13)**
Read/complate modules assigned for this week. Review the different styles of argument and review counterargument, workshop introductions and thesis statements. Participate in the discussion board and this week’s quiz.

**Week 13 (Nov. 16-20)**
Read/complate modules assigned for this week. Annotated bibliography grades due Nov. 16. Continue workshopping Essay 3/ participate in the discussion board and this week’s quiz.

**Thanksgiving Break (Nov. 23-27)**
Grades due on D2L.

**Week 14 (Nov. 30- Dec. 4)**
Read/complate modules assigned for this week. Workshop counterargument paragraphs, continue drafting your essay. Participate in the discussion board and this week’s quiz. Essay 3 due, revisions to Essays 1 or 2 due.

**Finals Week (Dec. 7-11)**
Final exam this week. Grades are due on December 16th by noon to SFA self-service banner.