**ENG 1302-501**  
**Research & Argument**

Please be aware that this is a fully online course! This course does not meet in a physical classroom.

**REQUIRED MATERIALS**

No textbooks are required for this course. You will not be required to buy a textbook for ENGL1302-501. Instead, the course will facilitate instruction via engagement with D2L.

**COURSE GOALS**

The goals of the course are:

- to expand your understanding of the research process;
- to expand your knowledge of the essay writing process;
- introduce you to different points of view and interpretations of literature;
- give you the tools to analyze reading and writing experiences for yourself; and
- to develop your ability to process information and express yourself clearly.

**COURSE DESCRIPTION**

Continue 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.

**MINOR ASSIGNMENTS**

| Minus Modules 1-39 = 3 Points | |  
| Minus Modules 40-50 = 1 Point pass/fail |  
| Typical D2L Module Assignments |  
| ➤ emails ➤ Cornell Notes ➤ Writing Samples |  
| ➤ Q&A ➤ AARC feedback ➤ Sharing Google Docs ➤ & More |  

Students will be required to read award-winning science fiction author David D. Levine’s “Damage,” analyze themes in the short story, and apply these themes in your research process and essay writing.
As you have elected to enroll in an online course, it is your responsibility to:

1) Acquire a consistent, stable, dependable computer and internet connection;
2) Complete the assignments for the course by the deadlines indicated on the Semester Calendar;
3) Take responsibility for your own time management as student;
4) Acknowledge that it is not the responsibility of the instructor to provide additional time for assignments or exams;
5) Take responsibility for learning, applying, and maintaining technology skills necessary for the course;
6) Acknowledge that it is not the responsibility of the instructor to offer an alternate means of completing the course due to technological issues that you face;
7) Take responsibility for your obligation to secure technological means to participate in and complete this course.

I look forward to getting to know you better over the course of the semester, but in the meantime, here are some pertinent facts about me.

Title: Professor
Department: English
Email: hutchensml@jacks.sfasu.edu
Office: Ferguson Liberal Arts Building Room 282
Office Hours: Virtual/Zoom only Tuesday 4:00 p.m.—5:30 p.m.
Questions: Do you have a question? EMAIL ME! Use the email address above for best results.
Also: I love Apples to Apples and fantasy/science fiction.
ENGL 1302-501
MINOR GRADED ASSIGNMENTS

1. Module Lessons
   - Most weekly modules will include a reading, video, and online activity component.
   - If you encounter technical difficulties with any of the module assignments your contract your instructor Professor Hutchens via her email: hutchensml@jacks.sfasu.edu. However, Professor Hutchens is not able to help with technical difficulties presented by lack of internet access and/ or device failure.

2. Module Activities
   - Many modules will have a corresponding activity that is due at the end of the module by Sunday at 11:00 p.m. CST. (Deadlines are clearly indicated on the Semester Calendar.)
   - Such activities may include but are not limited to discussions and note-taking exercises. Guidelines for each are outlined below.
   - Activities will be graded on several criteria: thoroughness, thoughtfulness, and timeliness.

A. D2L Discussion Posts: Question and Answer
   - Learning and comprehension of module lessons will sometimes be assessed by answering questions posted in D2L discussion posts.
   - All answers in this format must be written in complete sentences with capital letters and punctuation.

B. Cornell Notes
   - Learning and comprehension of module lessons will also be assessed by creating Cornell Notes based on specifications, templates, and examples provided by the instructor.
   - Please note that grammar and punctuation are NOT graded elements in note-taking for this course.

C. Email Correspondence
   - Learning and comprehension of module lessons will sometimes be assessed by corresponding with Professor Hutchens via SFASU’s Microsoft Outlook Email.
   - All work submitted in this format must feature professional email etiquette.

D. Google Document Sharing
   - Learning and comprehension of module lessons will sometimes be assessed by sharing writing samples with Professor Hutchens via the SHARE feature in Google Documents/ Google Drive.
   - Students will be required to use or create a free Google account.
   - Edited drafts of writing assignments will be submitted as major grades in D2L.

E. SFASU AARC Tutoring Center
   - Learning and comprehension of module lessons will sometimes be assessed by requesting and responding to feedback from the AARC’s Online Writing Center.
   - AARC tutoring activities may include submitting writing samples by email via D2L and/or conducting Zoom meetings to collaborate with AARC tutors via Zoom.

F. Other Activities
   - Other activities will be assigned the instructor’s discretion.
MAJOR ASSIGNMENT DESCRIPTIONS

- **Proposal Essay**
  For the proposal essay assignment, students will demonstrate knowledge of the writing process and appropriate essay structure, leading to a formal proposal for the final research essay assignment.

- **Annotated Bibliography**
  For the annotated bibliography assignment, students will create a list of MLA style citations to academic books, journal articles, and popular magazine articles. Each citation is followed by a brief descriptive and evaluative paragraph, called the annotation.

- **Research Essay**
  A research essay is a large writing project. For 1302, students will write an argumentative research essay to present your own thinking backed up by the ideas and information of experts.
  - Your idea for the research essay assignment must relate to a theme found in David D. Levine’s “Damage.”
  - To find expert ideas and information to back up your ideas, you will research a variety of possible sources like textbooks, articles in academic journals, and essays in reputable popular magazines. Where an expository essay informs readers by referencing sources, a research essay engages with expert sources to back up an argument.
  - To draw a parallel, a lawyer researches and reads about many legal cases and uses them to support their own case. A scientist reads many case studies to support a scientific hypothesis. In the same way, a college student writing a research essay might read newspaper articles, books, and interviews to develop and/or confirm a viewpoint and support it with evidence.
  - Finally, like most college papers, the 1302 research essay should be drafted using a formal writing process, including pre-writing, rough drafting, revision, and editing.

- **Essay Abstract**
  An abstract is a brief yet accurate and comprehensive summary of your article or essay. The abstract is informative, dense with information, and concise. In other words, an abstract requires a writer to say as much as possible in as few words as possible.
**EXTRA CREDIT & LATE WORK**

As a general rule, there is NO extra credit offered in this course.

Late work will be graded based on the point deduction system below.

- One day late - 10 points
- Two days late - 20 points
- Three days late - 30 points

Students should expect delays in gradebook posting for assignments submitted late.

No late work will be accepted after Dead Week begins.

**WITHHELD GRADES**

An instructor and the academic chair/director may approve a grade of WH 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.
TUTORING

AARC | Stephen F. Austin State University

❖ Contact Info
www.sfasu.edu/aarc
936-468-4108
Library 1st Floor
aarc@sfasu.edu

❖ One-to-One Tutoring
Sign up in person at the AARC for regularly scheduled appointments throughout the semester.

❖ Zoom Chat with a Tutor
An AARC tutor is available to chat through the Zoom online meeting room. Check the news posting in your D2L OWL course for the room location and the password.

❖ D2L OWL Dropbox
For a personalized review of your paper online, submit your work to the Online Writing Lab OWL in D2L. Writing Tutors will check for basic paper structure and grammar to identify types of errors. Open your D2L OWL course and navigate to the Dropbox to fill out your info and submit an assignment for review by an AARC tutor. Allow 48 hours for response.

As a great leader once advised, “Asking for help is not a sign of weakness. It is a sign of strength” (Lux).
## SFA Core Curriculum

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<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, evaluation, and synthesis of information.</td>
<td>Research Essay: Create a thesis statement synthesizing the relationship between classic literature and a contemporary issue relevant to the modern world.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Research Essayy: Defend the persuasive essay’s central argument through various communication conducted in various media including academic writing, formal email, peer review, instructor conference, and supplemental visual imagery.</td>
</tr>
<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>
<td>Annotated Bibliography: Cite scholarly and/or popular sources with numerical, statistical, and/or scientific facts in order to identify the persuasive device logos in the scholarly research.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others.</td>
<td>Peer Review Conference: Conduct a peer review under the instructor’s supervision that demonstrates knowledge of the writing process and teamwork skills.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to decision-making.</td>
<td>Instructor Conference: Meet one-on-one with the instructor to revise and edit the persuasive essay, analyze the purpose of the course, and reflect on scholarly choices.</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include awareness of intercultural competence, civic responsibility, and regional, national, and global communities.</td>
<td>Proposal Essay: Create a thesis statement synthesizing the relationship between classic literature and a contemporary issue relevant to the modern world.</td>
</tr>
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## General Education Core Curriculum

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.
COURSE OUTCOMES

Students who complete this course successfully will be able to:

1) Compose a variety of writing samples that demonstrate clear focus, logical ideas, organized paragraphs, essay formats, and the use of appropriate language that advances the author’s purpose.
2) Locate text information, draw inferences, and analyze/evaluate the info within.
3) Define new vocabulary and concepts and use them accurately in reading, speaking, and writing.
4) Describe, analyze, and evaluate information across literary, expository, and persuasive readings.
5) Explain how personal experience reveals character in narrative and expository texts.
6) Edit multiple drafts that reflect use of self, peer, and instructor assessment.

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 when it is at least partly the work of another person;
- submitting a work that has been purchased or obtained from the Internet or another source;
- using the words or ideas of an author in a 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
- course failure
- expulsion from the university.

COURSE CREDIT HOURS JUSTIFICATION

A typical, 16-week ENGL 1302 (Argument and Research) course meets for 150 minutes each week for 15 weeks and a 2-hour final examination. Students have weekly reading assignments from a combination of textbooks, works of literature, and supplemental materials. Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Course instructors are required to hold regularly scheduled office hours to make themselves available to consult with students. Combined, studying, required reading, writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom.

Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same info students in a face-to-face lecture course receive, requiring students to engage online for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.
Campus Resources and Policies

1. Mental Health
   SFA Counseling Clinic
   936-468-2401  3rd Floor, Rusk Building  counseling@sfasu.edu
   Office Hours: M-F 8:00 a.m. - 5:00 p.m.
   Appointments: http://www.sfasu.edu/counselingservices/104.asp

2. Disability Resources
   Office of Disability Services (ODS) 936-468-3004
   Human Services Building, Room 325  8 a.m. – 5 p.m.  Mon - Fri
   To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the, 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/

3. Technology
   D2L Support: Office of Instructional Technology
   Visit http://sfaonline.sfasu.edu for written and video tutorials. 936-468-1919  d2l.sfasu.edu
   If you call after regular business hours/ on a weekend, please leave a voicemail.
   Technical Support Center (not related to D2L) 936-468-4357  helpdesk@sfasu.edu
   http://sfaonline.sfasu.edu

4. Sexual Assault On Campus Assistance
   SFA Counseling Services: (936) 468-2401  counseling@sfasu.edu  SFACounselingClinic@sfasu.edu
   SFA Student Health Clinic: (936) 468-4008  healthservices@sfasu.edu
   Office of Violence Against Women: 936-468-2133
   On-Campus Crisis Center of East Texas: (936) 468-7233  (800) 828-7233 (24-hour crisis line)

5. Options for Reporting Assault reporting to Law Enforcement criminal offenses occurring on campus, including but not limited to o sexual assault o dating violence o domestic violence o stalking may also be made to the following organizations:
   SFASU Police Department (UPD): 936-468-2608 (non-emergency)  911 (emergency)  updemail@sfasu.edu
   City of Nacogdoches Police Department: 936-559-2607 (nonemergency)  911 (emergency)

6. Employee Options for Reporting Misconduct
   o sexual violence o sex discrimination
   o sexual misconduct o sexual harassment
   U.S. Department of Education, Office for Civil Rights (OCR) (214) 661-9600  1999 Bryan St., Suite 1620 Dallas, TX 75201
   U.S. Equal Employment Opportunity Commission (800) 669-4000  Houston District Office 1919 Smith St., 6th Floor Houston, TX
   Texas Workforce Commission Civil Rights Division (888) 452-4778  101 E 15th St., Rm 144-T Austin, TX 78778
   This policy is available to the public online at http://www.sfasu.edu/policies/sex-gender-based-discrimination-violence-harassment-misconduct-2.13.pdf and http://www.sfasu.edu/lumberjacks-care/ to provide additional related information and resources identified in the policy.