ENGLISH 1302: Research and Argument – Fall 2020

Instructor: Ms. Jerri Bourrous
Office: FERG 178
ENG 1302.700
Office hours: 11:00 – 12:15 MW
Online Instruction TR 2:00 – 3:15
10:30 – 11:45 TR
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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.

COURSE OUTCOMES
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 1301 LEARNING OUTCOMES
At the completion of this course, students will be able to:

✓ Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
✓ Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (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).

**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.

**REQUIRED TEXTS**
Any other reading material will be provided to you.

**GRADES AND EVALUATION**
Assignments – each assignment is due by midnight on the due date. You must submit all major essays online to D2L. There will be a separate Dropbox folder in D2L for each major essay assignment. Instructions will be given for the process if needed.

- **Summary & Response** – you will read one of the articles provided to you. First, you will write a summary of the article, and then you will write your personal response to it. The summary and response should each be 500-600 words. The articles and detailed instructions will be provided.

- **Literary Analysis essay** – this essay will focus on *One Flew Over the Cuckoo’s Nest*. You will write an analysis of the novel. Although we will be watching the film in class, you must use the book as a standalone for the essay. The purpose of this essay is for you to be able to read a text closely, derive meaning from it, and be able to
express your thoughts and ideas in an eloquent manner. This essay will be 1500-2000 words in length. More details and my expectations for the assignment will be made available separately at a later date.

- **Annotated Bibliography** – will include citations, summaries, and quotes that support your research topic. The purpose of this assignment is for you to be able to find and recognize scholarly sources as well as find the right kinds of quotes and ideas to support your research. At least seven scholarly secondary sources are expected. More details and my expectations for the assignment will be made available separately at a later date.

- **Research Project** – taking everything we’ve read and learned over the course of the semester, you will write a research paper over a topic of your choice. The purpose of this essay is for you to be able to research topics thoroughly. You will be required to use a minimum of eight scholarly secondary sources for this essay and it will be 2400-3000 words in length. More details and my expectations for the assignment will be made available separately at a later date.

**Conferences** – Students will meet with me for at least one mandatory Zoom conference that will take place near the end of the semester. If you fail to appear for your conference, you will be counted absent for the entire week.

**Quizzes** – You will sometimes receive quizzes over assigned readings and class discussions.

**Daily Work** – Zoom discussions and D2L work will be your main sources for daily grades. I will not accept any late daily work unless you have an excused absence. Homework is counted as daily work; it is your responsibility to get it done. There will be scheduled Zoom meetings throughout the semester, and part of your daily grade for that day will be attendance.

**Final Exam** – Using the skills you’ve acquired over the course of the semester, you will write an essay during the scheduled final exam period. Details and materials will be discussed as the date approaches. **Do not ask me if you can take the final exam earlier; unless previous permission is granted to you by the dean, I cannot allow you to do so.**

**Extra Credit** – A substantial visit to the AARC will award you five extra points to one major essay grade. If you aren’t on campus or don’t feel comfortable meeting a tutor face-to-face, you may use the online feedback tool on their D2L page. You must show me proof of your visit or online interaction in order to receive credit. Utilization of the resources available to you are an important part of your education. Throughout the semester, there will be other opportunities to gain extra credit.

**Breakdown of Grades:**

- Quizzes – 7.5%
- Daily Work – 7.5%
- Summary – 5%
- Response – 5%
Literary Analysis – 15%
Annotated Bibliography – 20%
Research Project – 25%
Final Exam – 15%

**ALL ASSIGNMENTS** must adhere to MLA guidelines, meaning 1-inch margins on all sides, appropriate headers, double-spaced, written in 12-point Times New Roman, with Works Cited (if required) attached. Each assignment must meet the assignment requirements for page length and source requirement. Failing to do so will result in a **SIGNIFICANT** drop in your grade. Individual assignment sheets will be provided with further details.

According to university policy, your final grade for the course will consist of a letter grade only. Here is a general description of each letter grade:

**A** – Student meets and exceeds the expectations for the assignment. Writing demonstrates an understanding of all the key concepts needed to effectively complete the essay. Few, if any, grammatical and/or syntactical errors.

**B** – Student meets the expectations for the assignment. Writing demonstrates an understanding of most of the key concepts needed to effectively complete the essay. Few grammatical and/or syntactical errors.

**C** – Student meets the expectations for the assignment. Writing demonstrates a basic understanding of some of the key concepts needed to effectively complete the essay. Several grammatical and/or syntactical errors.

**D** – Student does not meet at least one expectation for the assignment. Writing demonstrates little understanding of the key concepts needed to effectively complete the essay. Many grammatical and/or syntactical errors.

**F** – Student does not meet most or all expectations for the assignment. Writing demonstrates little to no understanding of most of the key concepts needed to effectively complete the essay. Pages are missing or plagiarism may have occurred. Writing is incomprehensible with many grammatical and/or syntactical errors.

Grade evaluation may be discussed 48 hours after essays have been returned. I will not discuss it with you until the two-day window has passed.

**WITHHELD GRADES – SEMESTER 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.

**ACADEMIC INTEGRITY**

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. If you are caught cheating or plagiarizing in my class, my findings will be discussed with you to determine punishment, which might be giving you a failing grade.

To clarify, 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/academic_integrity.asp.

**ACCEPTABLE STUDENT BEHAVIOR**

A recent policy from the Provost’s Office states, “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 that is available to help SFA students succeed.”

**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 for Policy E-46.
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/.

AARC
The AARC provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. They also provide academic skills workshops upon request. They are available in-person Monday through Thursday, 8 am to 7 pm on the first floor of the library. For more information, visit sfasu.edu/aarc. Their contact information is as follows: (936) 468-4108, email – aarc@sfasu.edu.