Instructor:  Ms. Deborah Bush

E-Mail:  dbush@sfasu.edu
Office Phone:  936-468-1276
Office:  Liberal Arts North 241
Office Hours:  MWF 8:00-8:50
MW  10:00-12:00
TR  12:30-1:30
By Email, dbush@sfasu.edu, or by Phone, 936-468-1276
Zoom Conferences by Appointment

No in Office Conferences

Department:  English and Creative Writing
Main Office:  Liberal Arts North 203
Phone:  936-468-2101

SFASU COVID-19 Mask Policy

Masks (cloth face coverings) must be worn over the nose and mouth at all times in face to face classes and appropriate physical distancing must be observed.  Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave class.  All incidents of not wearing a mask and/or not observing 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.

Class Meeting Times & Places:
1302.702 Zoom TR 11:00-12:15

COURSE DESCRIPTION

General Bulletin 2019-2020

Research and Argument (ENG 1302)- 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 1301. Must earn a C or higher to be admitted to any English 2300 level course.

Credit Hour Justification

ENG 1302 “Research and Argument” (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 and half hour final examination. Students will read and study the principals 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.

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, CO1, Communication Skills, CO2, Empirical and Quantitative Skills, Teamwork, CO3, Personal Responsibility, CO4, 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 this course.

Student Learning Outcomes

ENG 1302 learning outcomes are 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 composition 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 student’s 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 appropriated 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.

I. REQUIRED MATERIAL
   A. Texts
      1. Any Writers Reference Guide
      2. Dictionary
   B. Technology
      1. Desktop computer or laptop
      2. Reliable internet connection
      3. Backup plan if internet fails

II. COURSE CONTENT
   A. Purpose: English 132 is a course designed to improve the student’s ability to:
      1. Read analytically
      2. Write grammatically correct sentences
      3. Write effective paragraphs
      4. Organize a unified essay
      5. Write expository, persuasive, & critical essays

   B. Tentative Syllabus: The syllabus lists, chronologically, reading assignments that are to be completed before class begins, essay assignments, and due dates for essays and major projects as well as the focus of each class. It is the instructor’s objective to follow the
syllabus, but the nature of the course requires flexibility. If readings, discussions, or any class work is not completed on the day it is assigned, it will be continued on the next class day. Students will be informed of any major changes. It is the student’s responsibility to document, keep up with, and follow through with the changes to the syllabus.

C. D2L: D2L Brightspace is an extension of the class. It is the student’s responsibility to access materials on D2L that are assigned in class.

D. Essays: Each student will write 4 major essays
   Gender/Race/Culture Documented Essay #1 Due Sept. 15
   Gender/Race/Culture Documented Essay #2 Due Oct. 6
   Documented Proposal Due November 18
   Documented Movie Analysis Due December 9

E. Proposals: Each student will write a documented proposal and participate in all activities necessary for completion of assignment.
   Documented Proposal Due November 18

   All essays and the proposal will be typed using correct MLA format.

F. Conferences: Each student must attend conferences with the instructor.

G. Information Literacy: Each student will participate in an information literacy tutorial presented by the library staff or instructor in Zoom, and/or look at videos.

H. Daily Work: Each student will do daily exercises which include responses, prewriting, and any assignment deemed daily work by instructor. Students will receive a daily participation grade worth a percentage of the total participation grade for each paper. Daily work cannot be made up if missed.

I. Drafting: Each student will be given the opportunity to work on his/her essays in Zoom class receiving comments from peers and instructor.

J. Group Project: Each student will participate in a group project.
   Group Project Presentation and Essay Due Oct. 27

K. Final Exam: Each student will write a final documented essay.
   Documented Movie Analysis Due December 9

III. GRADES

   Essays (including final exam) 70%
Group Project 20%
Daily Work 10%
Overall grade is based on a total of 100%

A. Determination of Grade

1. The final grade for each essay assignment is added together and divided by the number of essays. The resulting sum is multiplied by .7 retaining one number past the decimal point.
2. The grades for the individual and group components for the group project are added together and averaged. The resulting sum is multiplied by .2, retaining one number past the decimal point.
3. The daily grades are added together and divided by the number of daily assignments. The resulting sum is multiplied by .1 retaining one number past the decimal point.
4. The essay, group project, and daily grade averages are added along with extra points for perfect attendance. The number past the decimal point is carried if 5 and over or dropped if under 5.

B. Withheld Grades Semester Grades Policy (A-54)

Ordinarily, 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.

IV. POLICIES

A. Attendance

1. Regular, punctual attendance is required in this class. Attendance will be taken each class meeting.
2. Any student absent more than 9 MWF, 6 MW/TR, 3 night classes in a regular semester, or 5 classes in a summer session, which constitutes 3 weeks, will automatically make an F in the course. Instructors are not obligated to accept work from students who have missed 3 weeks of class regardless of reasons for absences.
3. If students are late to class over 15 minutes without valid reasons, they will be counted absent.

* Students with perfect attendance—no excused or unexcused absences—will have a point added to their final grade.

C. Disruption:
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 that is available to help SFA students succeed.

D. Make-up Work:

1. It is University policy to excuse students for certain reasons, including absences resulting from poor health, family emergencies, and student participation in specified University-sponsored events. Students are responsible for providing the instructor with satisfactory documentation for each class missed. Satisfactory documentation includes inclusion in the public listing of University-sponsored events, a letter from the Judicial Office as well as other authentic documents from court, doctor, etc. However, the standard note from the University Health Clinic is not deemed a satisfactory excuse. In addition, verification of excused absence must be given to instructor when student returns to class or the absence will be recorded as unexcused.

2. Students may make up missed work (major grades only) for excused absences that have been documented. Students with excused absences will have one week from the time that they return to class to make up work. Essays not turned in at the end of the week will not be accepted. A student who is absent more than 9 MWF, 6 MW/TR, 3 night classes in a regular semester, or 5 classes in a summer session will not be allowed to make up work regardless of excuse.

3. If an essay is turned in later than the due date assigned in the drop box, 10 points will be deducted. Essays not turned in will lose 10 points a day after that. Essays over 5 days late will not be accepted and will receive a zero/0.

4. Students with unexcused absences and/or students who have not set up a new due date with instructor before the essay is originally due will receive a deduction of 10 points for each day the essay is late. Essays over 5 days late (weekends and holidays are counted) will receive a 0.

5. Absence on the due date for the paper is not an excuse for turning in a late paper.

V. ACADEMIC INTEGRITY (A-9-1): Students who turn in an essay or an assignment that is not their work will receive a 0 on the essay or assignment and no makeup work will be allowed.
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/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

VI. SPECIAL NEEDS: Students with special requirements or problems need to contact the instructor immediately.

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 Syllabus 1302.702**

**Week One August 24-28**

**August 25** Course introduction. Go over policy statement and syllabus. Discuss Gender/Race/Culture Documented Essay #1 assignment that is **due on September 15 before class.**

**Aug. 27** For today make sure you have looked over “Thinking About Writing” PHRG 1 to 35. Read “Writing to Analyze Text” MFW 381 to 393. Both are in the Instructions module. Also read “Sweat,” “Girl,” and “Lesson,” in the Readings module. Make sure you have completed the daily assignment and uploaded it before class. We will discuss the stories and work on ideas for the essay assignment.

**Week Two August 31-September 4**

**Sept. 1** Make sure you have looked over “Critical Reading, Thinking, and Arguing” PHRG 56-75, Instructions module. Read and be prepared to discuss “Sonny’s Blues,” “A Pair of
Tickets,” and “Everyday Use” in Readings module, as well as complete the daily assignment and upload it before class. We will continue to discuss the stories and work on the essay assignment.

Sept. 3  Make sure you have looked over “Using Quotation Marks” PHRG 379-385, Instructions module. Read “The Lottery,” “The Ones That Walk Away From Omelas,” and “Harrison Bergeron” in Readings module, as well as complete the daily assignment and upload it before class. We will continue to discuss the stories and work on the essay assignment.

Week Three September 7-11

Sept. 8  In “MLA Documentation” Chapter 70, look at 70a, pages 415 to 419, as well as the Sample MLA Style Research Paper, 70e, pages 451 to 455, in the MLA module before class. Come to class with either a very rough outline or rough draft. We will be in breakout sessions using a peer critique form. I will join each group and work with you.

Sept. 10  We will continue in the same breakout session groups that we had on Sept. 8. You need to make sure that you have created peer comments for at least two people in your group and sent them a copy for them to turn in as part of their drop box submission for this assignment. I will again join each group and work with you.

Week Four September 14-18

Sept. 15  Due today before class, Gender/Race/Culture Documented Essay #1. Make sure that you upload all the files required to fulfill the assignment. Gender/Race/Culture Documented Essay #2 is due on October 6.

We will attend a workshop presented by the AARC on MLA Format. Look in the AARC and Library Workshop module for the Zoom invitation. It starts at 11 and will probably last till 12. This will be our class for the day, so make sure to attend. We will have a Library research workshop either on Sept. 17 or one day next week. Since I have not heard back from the librarian as I make this syllabus, I can just tell you that this will happen, and we will alter our schedule accordingly.

Sept. 17  Before class look at Writing an Annotated Bibliography in the Research document in the MLA module, pages 381 to 382. Read “The Story of An Hour,” “Feminine Double Consciousness in Kate Chopin’s ‘The Story of An Hour,’” and “Fatal Self-Assertion in Kate Chopin’s ‘A Story of An Hour’” pages 394-410, Reading module. Make sure to turn in the daily assignment before class in the drop box. We will discuss the readings and doing an annotated bibliography.

Week Five September 21-25

Sept. 22  Until we know differently, I am saying that the Library Research Workshop is happening today. Regardless, the Zoom invitation for it will be in the AARC and Library Workshop module. Whatever day the workshop happens, that will be our class for the day, so make sure that you attend. Daily work for today is an annotated bibliography over the
two critical essays about Kate Chopin’s “The Story of An Hour.” It is due in the drop box before class.

Sept. 24 We will spend today in breakout sessions working on the essay. Make sure that you give feedback to at least one person in your group and send them a copy that they can turn in as part of their drop box submission for this assignment.

Week Six September 28-October 2

Sept. 29 We will spend today in breakout sessions working on the essay. Make sure that you give feedback to at least one person in your group and send them a copy that they can turn in as part of their drop box submission for this assignment.

Oct. 1 Before class look at Reading Visual Arguments, pages 76 to 83 PHRG and Paragraphs and Designing Papers and Projects, pages 28-48 PHRG in the Instructions module. Read the assignment prompt for Music, Social Message, Group Project. We will discuss the assignment and create groups for the project. The Music, Social Message, Group Essay and Presentation will be due October 27.

Week Seven October 5-9

Oct. 6 Gender/Race/Culture Documented Essay #2 due today before class. Make sure that you upload all the files that are required for this assignment.

Groups will discuss what social message area they will be focusing on to develop their group project and what songs they are considering using for the assignment. I will introduce Wakelet as the medium for the group visual. Students will need to view the PDF on Wakelet in the Music Social Message Group module and decide who in their group will create the Wakelet account before the next class.

Oct. 8 We will discuss what everyone thinks of Wakelet and how they are considering using it. People will also start working on their analysis of the specific song they are doing for their part of the group essay and presentation. It will be due on Tuesday, Oct. 13 before class. Daily work for today is due in the drop box before class.

Week Eight October 12-16

Oct. 13 The individual analysis of each person’s song is due in the drop box before class today. Groups will work on their group essay and presentations in breakout session with me joining each group.

Oct. 14 Today is Mid-semester.

Oct. 15 We will continue working on essays and presentations.

Week Nine October 19-23

Oct. 20 Today will be for any last minute concerns or questions that people have about the group essay or project.
Oct. 21  Last day to drop classes. Last day to withdraw without WP or WF.

Oct. 22  Class today is optional. I will open Zoom Class and be available during class time for people who have concerns or questions.

Week Ten October 26-30

Oct. 27  Music, Social Message, Group Essay is due in the drop box for the assignment before class. Remember one person from each group will turn in the essay for the group. Also, the group member who set up the Wakelet account for the group will turn in the PDF of the Wakelet presentation in the drop box set up for the presentation. Groups will give their presentation to the class as a shared document.

Make sure that you read the Proposal Assignment prompt before class on Thursday, Oct. 29.

Oct. 29  We will go over the Documented Proposal Assignment prompt and discuss topic ideas. The Documented Proposal is Due on November 18

Oct. 31  Halloween!!!

Week Eleven November 2-6

Nov. 3  Continue discussions over proposal topics and development of the structure of the proposal. Before class, students need to turn in a list of their topic ideas to the drop box. We will discuss ideas for topic in class focusing on the specific ones students are considering. For next class students need to focus on a specific topic and rough out a Problem/Issue area.

Nov. 5  We will discuss and focus on what students are thinking about doing for the Problem/Issue area of their proposals. For next class students need to focus on the Solution section of their proposal and rough out a Solution area.

Week Twelve November 9-13

Nov. 10  We will discuss and focus on what students are thinking about doing for the Solution area of their proposals.

Nov. 12  We will be in breakout sessions doing peer critiques, and I will pull people out to conference with them about their proposal.

Week Thirteen November 16-20

Nov. 17  We will continue in breakout sessions with me conferencing with students. Read the Documented Movie Essay Assignment Prompt before the next class meeting.

Nov. 19  The Documented Proposal is due today. Make sure that you upload all files that are required to complete the assignment. We will then discuss the Documented Movie
Essay. Students need to pick and watch a movie over the break. They need to be prepared to turn in a thorough outline of their essay with an indication of the 2 to 3 sources that they will use to support and strengthen the content of their essay when they return on Tuesday, December 1. **The Documented Movie Essay is due on the day of our final, December 9, 10:45-1:15.**

Week Fourteen November 23-27

**Thanksgiving Break!!!**

Week Fifteen November 30-December 4

Dec. 1 Before class, students need to turn in their thorough outline with a clear indication of the specific sources that they will use in their essay. We will meet to discuss and answer any questions that people have about the final and the end of the semester.

Dec. 3 We will touch base on last time to make sure that there is no confusion. I will remain in Zoom class for students that need me.

Finals Week

Dec. 7 2309.700 8:00 to 10:30 and 2309.701 1:30 to 4:00

Dec. 8 2309.702 8:00 to 10:30

Dec. 9 1302.702 10:45 to 1:15