ENG 132: Research and Argument

Professor Rachel Bollinger  
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Classroom: FERG 183
Office: FERG 278
Office Hours: MW 12pm-1:30pm, F by appointment
Days: MWF
Time: 11-11:50am
Department of English and Creative Writing

Lumberjacks Write  
Provided by the English department.

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 an 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 132 LEARNING OUTCOMES
At the completion of this course, students will be able to:
❖ 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 the 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.

❖ Ability to show 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 a 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.

❖ 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.

❖ Ability to connect choices, actions, and consequences to ethical decision-making. Students will have the 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.

Students entering English 132 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.
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 of class each week to prepare for and participate in this course.

OPTIONAL TEXTS
The St. Martin's Guide to Writing
by Charles R Cooper and Rise Axelrod

GRADES
Grading in this course will be based on a points system. The total amount of potential points is 500pts.

A = 450pts to 500pts
B = 400 pts to 449pts
C = 350pts to 399pts
D = 300pts to 349pts
F = 250pts to 299pts

Assignments: by points

❖ Daily Writing Prompts - 65pts
❖ In-Class Assignments- 65pts
❖ Group Debate - 65pts
- Visual Rhetorical Analysis - 55pts
- Literary Analysis - 65pts
- Annotated Bibliography - 85pts
- Argumentative Paper - 100 pts

COURSE CALENDAR

Week 1: Course Introduction & Review

   January 15th, Wednesday
   January 17th, Friday

Week 2: Visual Rhetorical Analysis

   January 20th, Monday - Martin Luther King Jr. Day.
   January 22th, Wednesday
   January 24st, Friday

Week 3: Visual Rhetorical Analysis

   January 27th, Monday
   January 29th, Wednesday
   January 31st, Friday - Visual Rhetorical Analysis due, in dropbox by 11:59 pm

Week 4: Introduction to Debate

   February 3rd, Monday
   February 5th, Wednesday
February 7th, Friday

Week 5: Debate

February 10th, Monday
February 12th, Wednesday
February 14th, Friday

Week 6: Debate

February 17th, Monday
February 19th, Wednesday
February 21st, Friday

Week 7: Debate

February 24th, Monday - Debate Summaries/Research due, handed in during class.
February 26th, Wednesday - Debate day!
February 28th, Friday - Debate day!

Week 8: Literary Analysis

March 2nd, Monday
March 4th, Wednesday
March 6th, Friday - Research Topic due in class.

Week 9: Spring Break

March 9th, Monday - Spring break
March 11th, Wednesday - Spring break
March 13th, Friday - Spring break

Week 10: Literary Analysis
March 16th, Monday

March 18th, Wednesday

March 20th, Friday - **Literary Analysis due, in dropbox by 11:59 pm.**

**Week 11: Introduction to Annotated Bibliography**

March 23rd, Monday

March 25th, Wednesday

March 27th, Friday

**Week 12: Annotated Bibliography**

March 30th, Monday

April 1st, Wednesday

April 3rd, Friday - **Easter Holiday**

**Week 13: Annotated Bibliography**

April 6th, Monday

April 8th, Wednesday

April 10th, Friday - **Easter Holiday**

**Annotated Bibliography due, in dropbox by 11:59 pm.**

**Week 14: Research Paper**

April 13th, Monday

April 15th, Wednesday

April 17th, Friday

**Week 15: Research Paper**

April 20th, Monday
April 22nd, Wednesday

April 24th, Friday

Week 16: Research Paper

April 27th, Monday - **Research Paper Rough Draft due in class.**

*Writing a research paper.*

April 29th, Wednesday

May 1st, Friday

Week 17: Presenting Research Paper

May 4th, Monday

May 6th, Wednesday - **Research Papers due, in dropbox by class time.**

10:45 am - 1:15 pm **Final Research Paper Presentations.**

**INSTRUCTIONS FOR ASSIGNMENTS**

**Daily Writing Prompts (40pts)**

Every day at the beginning of class you will free-write for ten minutes. A prompt will be available to you but you are allowed to write about anything you want, so long as you are writing for the full ten minutes.

The point of this daily exercise is to get you writing. Writing can be both a personal and academic activity. Throughout the course, the various activities you do will point back to the functions of writing in both of these areas.

**In-Class Assignments (70pts)**

In class, you will be doing a variety of informal group activities. Each activity will include specific instructions, such as writing group answers on a sheet of paper or Formulating group answers to share with the class. Within groups, each member will have their own individual responsibilities. A student’s grade for a group activity will be decided based on their participation and completion of their individual tasks.

**Group Debate (65pts)**

At the beginning of the semester, the class will be split into four groups, A, B, C, and D. Groups A and B will be given two opposing positions on a topic and Groups C and D will be
given two opposing positions on a different topic. As a group, it’s your job to research and construct your side of the argument, gather evidence, and prepare a counter-argument. The debates will be performed in class. **Each member must complete the assignment that corresponds with their role on the team.**

Each team will be divided into roles:

- **First Speaker/Researcher (1 person)**  
  Responsible for presenting the initial argument, questioning the opposing side, and assisting in research when needed.

- **Presentation Organizer (1 person)**  
  Responsible for organizing sequence of evidence and claims, scheduling group meetings

- **Primary Researcher (1-2 persons)**  
  Responsible for researching the evidence, claims, and strong points of the group’s position.

- **Counter-Arguer (1-2 Persons)**  
  Responsible for researching potential opposing claims and constructing counter-arguments.

**Debate Topics:**

1. Social Media has more positive psychological effects on people than negative effects.
2. The development of artificial intelligence will help humanity more than hurt it.

**Visual Rhetorical Analysis (55pts)**

You will pick an image or video to analyze as visual rhetoric. In a short essay, you will outline how the speaker used rhetorical strategies to make their talk effective.

Essay Requirements:

1. Typed in MLA format.
2. Summary of the chosen image or video.
3. Mentions at least three different rhetorical strategies used by the speaker.
4. 1-2 pages.
5. Includes a Works Cited page if any additional sources other than the image/video are cited.

**Literary Analysis (70pts)**

You will pick a text, either a book, television show, movie, album, etc. to analyze for literary elements, such as characterization, theme, symbolism, etc. This text will also be used for your final research essay. Each assignment you do from now on will be leading up to the
research essay. I encourage you to pick a text that interests you because you will be working with it for the rest of the semester.

Instructions:

Pick a text that interests you and select a specific element about it to analyze. The specific element analyzed in the literary analysis **should be different than the argument you plan to construct from the text for your final research paper.**

For example,

**text:** *Harry Potter and the Prisoner of Azkaban* by J.K. Rowling  
**specific element:** the dementors as a metaphor for depression

**OR**

**text:** *Princess Mononoke*, directed by Hayao Miyazaki  
**specific element:** feminist reading of Lady Eboshi’s moral ambiguity

Your analysis of the specific element should include a clear thesis statement and evidence from the text that supports the thesis.

The paper is to be typed in MLA format, 12-pt. Font, Times New Roman, double-spaced. You will need a work cited page and in-text citations.

Essay Requirements:

1. Thesis statement
2. Textual evidence
3. Conclusion
4. Typed in MLA format.
5. 2-3 pages.
6. Includes in-text citations and a Works Cited page.

**Annotated Bibliography** (90pts)

An annotated bibliography is a list of citations to sources used in a paper. Each citation is followed by a short (4 to 6 sentences) descriptive paragraph, called an annotation. The annotation tells the reader why a source is relevant to the paper.

Annotation for a cited source answers these questions:

- What is the main point of the article, book, document?
- Is it relevant to the paper you are writing, and how?
Essay Requirements:

1. 4-8 Annotations, roughly 4-5 pages
2. MLA format, typed 12pt font, Times New Roman
3. Correctly cites all sources in MLA format.
4. Each annotation should answer the above questions.

**Research Paper (100pts)**

The research essay is the culmination of the entire semester. A research paper is a summary, analysis, and conclusion about findings on a specific topic. You will pick a topic constructed from your chosen text. Your topic should be an aspect of your text that is researchable and controversial enough to support a counter-argument.

Essay Requirements:

1. 5-6 pages, Typed, 12pt font, Times New Roman, MLA format.
2. Use of at least 3 rhetorical strategies.
3. A counter-argument.
5. In-text citations.
7. A conclusion.

**ATTENDANCE**

Attendance is mandatory. You are tardy if you arrive after I’ve counted attendance. Three (3) tardies will count as one absence. Sleeping in class will be counted as an absence. You are allowed five (5) excused and/or unexcused absences without penalty to your grade. After the sixth absence, you will be docked one final letter grade. Students with more than seven (7) absences, whether excused or unexcused, who fail to drop the course will receive a final grade of F.

**LATE ASSIGNMENTS**

Assignments turned in late will be docked five points. You have a 1 week from the due date to turn in the assignment for a late grade. After 1 week from the due date, each additional day delay will cost half a point on the grade of the assignment. If the assignment is never turned in it will be given a grade of zero.

**BEHAVIORAL EXPECTATIONS**
This classroom is a place of discovery and learning. It is not a place to complain, to make a spectacle or to put down others.

RULES:

☐ **Raise your hand to speak**, unless I specifically “open the floor for discussion or group work”.

   *This may seem elementary, but it isn’t. It is a technique that equalizes every voice in the classroom. Additionally, there will be open floor time almost every class. There will be plenty of discussion and conversation.*

☐ **Do not complain or make negative comments about this classroom or anyone in this classroom.** If you have a concern, I would love to speak with you about it after class or during my office hours.

   *This rule is about respect. Respecting me and respecting the other people in the classroom. I am willing to hear your concerns and adjust to your feedback but know that you can trust what I have planned for this class.*

☐ **No phone use in class, period.**

   *It’s simple and easy. Put your phone away in your bag during class. There will be a few occasions where we will do in-class activities that require phones, at which time you are more than welcome to have your phone out. Laptops are allowed at any time, but please don’t be a distraction or I’ll ask you to use a pen and paper.*

☐ **Participate in class activities.** Participation is an essential part of learning in this class. Participating doesn’t always mean raising your hand to answer questions, but it does mean a *readiness* to answer, to work with others, and to complete assignments.

**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 the 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.

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
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108. To schedule a weekly appointment, visit sfasu.edu/aarc and sign up ASAP.