COURSE / CATALOG 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.

With that said, welcome to English 132: Research and Argument, the second part of the composition sequence at SFA! This class is intended to develop your critical thinking, reading, and writing skills through various types of assignments while exploring issues both current and meaningful.
How to Take this Course

Like life, you will get out of this course what you put into it. Put another way, think about this course as operating on three levels. Now, as a former food service worker, in thinking about those three levels, I immediately thought of a busy restaurant kitchen with kitchen staff working to fill customer orders. I would like you to imagine those staff and ask yourself: "Which one am I?"

**DISHWASHER/PREP COOK:** You only need surface-level knowledge of the basics of good writing.

It's fine if you want to stay away from the heat of the kitchen and keep things simple, especially if English is not your strongest subject.

The **"Dishwasher/Prep Cook"** is mainly concerned with WHAT rules need to be followed for each particular writing assignment.

**LINE COOK:** You have a grasp of the basics of good writing, and are ready to write more critically, tackling more complex subjects and forms. In other words, you're ready to start cooking.

Perhaps you are an English or Creative Writing major, or in a discipline that requires a lot of writing, so you know that you will need to tackle trickier "recipes" to get the most out of this class.

**"Line Cooks"** already understand the basics and want to explore HOW to make their writing more polished and thoughtful.

**HEAD COOK:** You want to write at a high level, using the tools of a sophisticated writer and critical thinker to write challenging, exceptional essays.

You have lots of experience writing essays. You know that good writing takes both planning and practice. You actively seek ways to push your writing further. Basically, you're ready to write your own recipes using the skills you have mastered.

**"Head Cooks"** tend to be curious thinkers, good at improvising and working with various materials. They are invested in writing as a lifelong skill. They are concerned with HOW to use writing to advance them both academically and professionally.
Course Policies

ATTENDANCE: You are allowed FOUR absences without penalty. Fifth and sixth absences each result in an automatic half grade deduction from your final grade. A seventh absence is an automatic fail for the course. It is your responsibility, not mine, to catch you up on material due to an absence. Finally, I follow the university policy for excused absences; this policy only excuses absences for official university business, not illness, doctor’s appointments, court dates, funerals, etc.

LATE WORK: I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

PLAGIARISM: Acts of plagiarism run the gamut from misattributing sources and forgetting to cite sources, patchworking sources to create para-

COURSE ASSIGNMENTS

Exercises and Discussion Posts (15%): A combination of in-class and out-of-class exercises and discussion board posts.

Rhetorical Analysis (15%): A 1000-1200 word essay analyzing the rhetorical strategies and techniques employed in a professional argument.

Collaborative Case Study (25%): A collaboratively researched and written essay on a current issue / problem, with a combined total of 2100-3400 words.

Annotated Bibliography and Research Proposal (15%): A research proposal supported by an annotated bibliography of sources examining a current issue / problem, with a combined total of 1500-2000 words.

Research Paper (25%): An 8-10 page research paper serving as the paper’s capstone / final assignment. Work for the research paper includes an infographic and in-class presentation.

graphs, to purchasing papers or copying and pasting entire essays. In all my course, I expect work that represents original work and the correct use of sources. If at any time you are unsure about how to cite a source or how to incorporate work into your writing, please see me for help. If you do engage in plagiarism that is in violation of the university’s Academic Integrity Policy, you will receive a zero for the assignment and be reported to the appropriate Academic Dean. A second offense is an automatic failing grade for the course, and you will again be reported to your Academic Dean. To see the university’s policy, go to http://www.sfasu.edu/policies/academic_integrity.asp.

DISABILITY SERVICES: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services(ODS) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion. For additional information, go to http://www.sfasu.edu/disabilityservices/.
CONCISE SCHEDULE
(Detailed Calendars Available in D2L)

W1 1/16  Introduction to class; research hierarchy and CRAAP Test
W2 1/21  Discuss rhetorical situation, ethos, pathos, & Kairos; M.E.A.L. Plan
W2 1/23  Discuss Logos & Rhetorical Strategies
W3 1/28  Discuss Rhetorical Analysis essay and "Cleaning: The Last Feminist Frontier"
W3 1/30  Discuss "Hero Inflation" & "Last Rites for Indian Dead"
W4 2/4-2/6  INSTRUCTOR GROUP CONFERENCES - Mock Rhetorical Analysis Workshop
W5 2/11  Identifying Rhetorical Strategies & Embedding Quotes
W5 2/13  MLA; in-class work on rhetorical analysis worksheet
W6 2/18-2/20  Rhetorical Analysis Rough Drafts
W7 2/25  What is a Case Study? Strategies for Successful Collaboration
W7 2/27  Work with Case Study Groups
W8 3/3  Work with Case Study Groups
W8 3/5  Work with Case Study Groups
W9 3/9- 3/13  NO CLASS - SPRING BREAK
W10 3/17-3/19  INSTRUCTOR GROUP CONFERENCES - Collaborative Case Study Drafts
W11 3/24  How to Construct an Annotated Bibliography
W13 4/7  Discuss Strategies of Argument
W13 4/9  NO CLASS - EASTER HOLIDAY
W14 4/14  Analyze sample argument essays
W14 4/16  Adjusting arguments for audience
W15 4/21  The Infographic and Argument
W15 4/23  In-class work on essay & infographic
W16 4/28-4/30  INSTRUCTOR GROUP CONFERENCES - Research Papers & Infographics
W17  TBA  Final Class Meeting

PAPER DUE DATES

RHETORICAL ANALYSIS ROUGH DRAFT DUE: 2/21  REVISED DRAFT DUE: 2/25
COLLABORATIVE CASE STUDY ROUGH DRAFT DUE: 3/17  REVISED DRAFT DUE: 3/24
ANNOTATED BIBLIOGRAPHY AND RESEARCH PROPOSAL DRAFT DUE: 3/31  REVISED DRAFT DUE: 4/9
RESEARCH PAPER AND INFOGRAPHIC DRAFT DUE: 4/29  REVISED PAPER AND INFOGRAPHIC DUE: FINALS WEEK / TBA

CREDIT HOURS 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 ENCAGE 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.
**CORE OBJECTIVES AND PROGRAM OUTCOMES**

**General Education Core Curriculum Objectives:** As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 131 / 132 may be assessed:

- **Critical Thinking:** creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- **Communication:** effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- **Teamwork:** the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility:** the ability to connect choices, actions, and consequences to ethical decision-making.

At the completion of this course, students will be able to:

1. Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
2. Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
3. 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);
4. 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);
5. Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
6. 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 the course.