**The Basics**

ENG 132.018, 023, 755  
Research & Argument  

Dr. Henty, hentym@sfasu.edu  

Office Hours: Liberal Arts North 245  
(Wonder Woman on the door)  
MW 11-12:45 & 2:15-3, F 11-2 & by appointment

**Course Description**

This class will build on the skills you learned in ENG 131 with a focus on research and argument. We will engage in critical thinking and dialogue in order to analyze arguments in the world around us and craft original arguments to effect change in that world. This course emphasizes the writing process; class discussion, peer review, drafting, and revision are integral to the course and your success in it.

Official 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.

**REQUIRED MATERIALS**

This semester, we will be using MindTap for Becoming Rhetorical by Jodie Nicotra.  
ISBN: 9781337554206  
Be sure to purchase MindTap for Becoming Rhetorical:  

**You will learn to:**

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking)
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (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)

**Students entering 132 should already:**

- 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 132 “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. These activities average at a minimum 6-8 hours of work outside class each week to prepare for and participate in this course.

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**COURSE POLICIES**

**Attendance**

Attendance and active participation in this course are necessary. **If you miss more than three weeks of class (9 days), you automatically fail the course.** I do not distinguish between excused and unexcused absences, and do not need documentation when you are absent. Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will affect your grade. Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.

Being absent is not an excuse for missed information or assignments; you are responsible for getting notes from others in class and/or keeping up with the schedule. Please do NOT email me and ask what you missed. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date. Extenuating circumstances should be reported to the Office of Community Standards and me as soon as possible—extenuating circumstances do require documentation.

**Submitting Work and Late Work**

You will submit all assignments, including rough drafts, to D2L as Word or PDF attachments (always in MLA format). Rely on the course calendar posted in D2L (the PDF document).

Students are allowed **one free extension** during the semester. You may extend any one due date 72 hours (3 days); you must email me PRIOR to the due date to notify me of the extension. Outside of this one extension, **I do not accept any late work.** Any grade is better than a 0, so you should **always submit something.**

**Technology issues (your own laptop, D2L, etc.) are NOT an excuse for late work.** You are encouraged to back up your work via multiple methods and check for a D2L submission receipt. If you are ever unable to submit an assignment via D2L, you should email it to me prior to the due date instead.
Office Hours

During my office hours, I am available to answer questions and work with students. If my office hours do not work for you, simply email me to set up an appointment. I am also available for Zoom appointments. This is your time to get one-on-one help or clarification on any assignment. Anytime that you would like additional guidance or feedback on an assignment, I encourage you to come to office hours.

Disability Policy

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/.

Academic Dishonesty/Plagiarism

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called PLAGIARISM, which means using without credit the ideas or expressions of another. Self-Plagiarism consists of submitting previously submitted work again. Plagiarism will result in a 0 for the plagiarized assignment and notification of the Dean's office.

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. http://www.sfasu.edu/policies/academic_integrity.asp

GRADING & ASSIGNMENTS

Grade Breakdown

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<tr>
<th>Process/Daily Grades (45%)</th>
<th>15%</th>
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<tbody>
<tr>
<td>Drafts/Workshops/ Revision</td>
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<tr>
<td>Reading Quizzes (D2L)</td>
<td>10%</td>
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<tr>
<td>In-Class Writing and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Just In Time Grammar Work</td>
<td>5%</td>
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<tr>
<td>Logical Fallacy Presentation</td>
<td>5%</td>
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### Product/Major Grades (55%)

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Comparative Rhetorical Analysis</td>
<td>15%</td>
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<tr>
<td>Critical Conversation Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Researched Argument</td>
<td>20%</td>
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<tr>
<td>New Media Final</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**NOTE:** If your grade is borderline, class participation, attendance, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

All work that falls under process/daily should be considered “process work,” in that it is designed to help you complete the final draft, or the product, of your major writing assignments. For all major writing assignments, you will receive a detailed assignment sheet.

### Drafts/Workshops/Revision 15%

Drafting and revising is a major component to this class, primarily because research shows that revision is integral to learning how to write well. Learning how to heavily revise drafts is an important skill for all writers to practice. Revision in this class will be guided by self-assessment of drafts-in-progress, as well as by peer and instructor feedback. Heavy revision goes deeper than surface-level edits and minor changes. It requires writers to acknowledge that our first drafts are not our best writing and that revision may require significant rewrites. Students who commit themselves to the hard work of heavy revision inevitably produce better essays and become stronger writers. For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped in small groups and/or by me.

Each draft should include an **author’s note**. We will discuss author’s notes in the first weeks of the semester. The author’s note should include:

1. The state of your draft (first draft, third, etc.)
2. What you were trying to accomplish in this draft
3. What you think is going well
4. What you are having trouble with or would like advice on
5. Discussion of and response to small group feedback and revisions for any drafts subsequent to draft one

Drafts should be uploaded to the appropriate threaded discussion. If you are not able to complete peer review in class, you are required to complete is as homework within 48 hours. You are required to attend class on workshop days; however, if you are ill or cannot attend for some reason, you may still participate via D2L.

We will practice peer review and discuss making comments on drafts. Not completing peer review or consistently providing inadequate feedback will hurt your grade.
**Reading Quizzes 10%**

Reading quizzes will be completed via D2L and are due BEFORE CLASS on the day the reading is due/being discussed. Once class begins, the quiz will close, and missing quizzes will be scored as 0. For each quiz, you will have TWO attempts, and your highest score will be saved and entered into the gradebook.

**In-Class Writing and Participation 10%**

This portion of your final grade is designed to encourage class participation via in-class writing, group activities, and discussion. Not being prepared for class, not participating or paying attention, or being absent can harm your grade. Stay off your phone/laptop/etc. unless you are using it for classwork. I will drop your TWO lowest grades in this section to allow for two free absences.

**Just In Time Grammar Work 5%**

Students are expected to come into ENG 132 with certain grammar, mechanics, and sentence-structure skills. However, not all students are equally prepared. As such, during the first two weeks of the semester, all students will complete the Just In Time Plus Pre-Test through MindTap. Students who receive a “passing” score on each topic will have the option to apply their pre-test grade to this 5% of the final grade. For any topic that a student does not “pass,” the student will be required to complete tutorial lessons in order to earn a passing grade. Students who “pass,” but do not score perfectly, may choose to complete tutorial lessons to raise their grade. This is designed to provide students with individualized and targeted instruction on specific writing topics, primarily grammar, that are not the focus of the course.

**Fallacy Presentation 5%**

Once during the semester, you will be responsible for teaching (either alone or with a partner) a logical fallacy to the class in the form of a mini lesson. The presentation/lesson should be about 5-10 minutes. I will demonstrate a logical fallacy presentation early in the semester. This assignment will be completed outside of class, even if you are working with a partner, but I am always happy to help during office hours. Although this is not a major writing assignment, you will receive a detailed assignment sheet for this assignment.

**ADDITIONAL RESOURCES**

**AARC Tutoring**

Visit the SFA Academic Assistance and Resource Center (AARC)! The AARC provides a variety of free academic support programs for students at SFA. Services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. The AARC is located on the first floor of Ralph W. Steen Library. Phone: 936-468-4108, Email: aarc@sfasu.edu, Website: sfasu.edu/aarc
Counseling Services

College is stressful! Counseling is a free service for all students at Stephen F. Austin, located on the third floor of the Rusk building. Phone: 936-468-2401, Email: counseling@sfasu.edu, Website: http://www.sfasu.edu/counselingservices/

Office of Community Standards

The Office of Community Standards is a great first stop when life is interfering with school. The Office of Community Standards offers students with temporary limiting conditions help in locating services and assistance vital to their continued academic success. The Director of the Office of Community Standards works with a student to determine individual needs and then attempts to package assistance from available resources on campus. Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Community Standards and request an absence notification be sent to their instructors. The Office of Community Standards is located in 315 Rusk. Phone: 936-468-2703, Website: http://www.sfasu.edu/judicial/