English 132: Composition and Rhetoric (3 credits)
TTh 12:30 – 1:45; Ferguson 381
Spring 2020

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Office Hours: Tuesday and Thursday: 10:00 - 12:00
Wednesday: 9:00 - 11:00

Visit the SFA Academic Assistance and Resource Center (AARC)!
The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

Course Description

From the SFA Catalog: 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.

From Dr. McIntosh: In ENG 131, you learned how to use writing to brainstorm, draft, workshop, and revise, and become a better reader of a variety of texts. ENG 132 builds on these skills, but with an emphasis on reading and writing academic texts. You will learn some of the basic moves of academic writing, including how to write effective thesis statements, incorporate sources ethically and correctly, and revise and edit for clarity. You will also learn the basics of academic research, including how to locate and read peer-reviewed sources and produce finished texts that reflect some of the common conventions of academic writing.

A Note about Revision
I believe that 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, become stronger writers, and receive higher grades in this class.

Prior Learning, Outcomes and Objectives for English 132

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.

English 132 Student Learning Outcomes
At the completion of this course, students will be able 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).

General Education Core Curriculum Objectives
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.

The chart below indicates the core objectives addressed by this course:

<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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**Credit-hour Justification**

ENG 132 “Research and Argumentation” (3 credits; fully online) meets online for fifteen weeks during the semester as well as during finals week. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of four essays with a total page count of at least eighteen pages of finished writing. Emphasis is placed on writing and research processes, including multiple drafts and short assignments that require generating, revising and editing writing. Students conduct more library and online research than what is required in ENG 131. Finals week is typically spent completing final edits of one or more of the essays. These activities average nine hours of work each week.

**Assignments and Expectations**

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Due Dates</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Essay 1: Interest Inventory</td>
<td>Final Draft: 1/31</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2: I-Search</td>
<td>Final Draft: 2/21</td>
<td>10%</td>
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<tr>
<td>Essay 3: Proposal and Annotated Bibliography</td>
<td>Final Draft: 3/10</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 4: Research Essay</td>
<td>Final Draft: 4/23</td>
<td>30%</td>
</tr>
<tr>
<td>Reading Annotations</td>
<td>As assigned</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Groups</td>
<td>As assigned</td>
<td>10%</td>
</tr>
<tr>
<td>Participation: Commitment to heavy revision, turning in assignments on time,</td>
<td></td>
<td>20%</td>
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attending class, participating in class discussion activities.

Extra Credit +10%

Schedule Summary

- Interest Inventory (weeks 1 – 3)
- I-Search (weeks 4 – 6)
- Proposal and Annotated Bibliography (weeks 7 – 10)
- Research Essay (weeks 11 – 16)

Class Materials

- Researcher’s Journal (notebook, spiral, etc.)
- Folder for current drafts
- Course readings posted on Brightspace (Writing Spaces and Rhetoric and Composition: A Guide for the College Writer)
- Access to a computer, printer, and Brightspace

Essays 1 – 4
Essays 1 – 4 will teach you how to:

- find a good research topic;
- develop an inquiry question(s);
- develop a working knowledge of your topic;
- narrow your topic;
- research relevant peer-reviewed sources;
- summarize, paraphrase, and quote your sources;
- argue a thesis based on your research; and
- write an academic argument.

In-class Writing Activities
We will do a variety of in-class writing activities throughout the semester. These activities require your researcher’s journal and a current draft. Bring both to each class meeting. I recommend keeping a folder or binder for all handouts and drafts.

Reading Annotations
You will learn how to annotate texts using markup and marginal notes. You are required to turn in an annotated copy of every assigned reading on the day that it is due. This requires you to print each assigned essay. Your annotations will be graded on a pass / fail scale. Failing grades can be revised.

Writing Groups
You will workshop your research and writing with a group of your peers. You are expected to bring at least two pages of new or heavily revised writing to each of these meetings. You are also expected to bring a copy of your writing for each member of your group and one copy to for Dr. McIntosh. We will do many in-class activities to help you generate ideas, get words on the page, draft, revise, and edit. These activities will help you write the two pages required each week.

**How to Prepare for Peer Writing Groups**

1. Participate in all in-class writing activities;
2. Complete 2-3 pages of new or heavily revised writing before your group meeting;
3. Bring one copy of your writing for each group member and one for Dr. McIntosh (usually five copies total);
4. Prepare a brief author’s note. This is a paragraph that briefly answers the following:
   1. What is the history of the writing that you are sharing?
   2. What do you like best about it?
   3. What do you like least about it?
   4. What questions about your writing do you want your readers to answer? -and/or-
      Give your readers specific instructions for how to respond.
5. Write a revision plan. After each writer has read and the group is finished talking, take a few notes in your journal about what was said or what you are thinking right now about your research and/or essay. Review these notes the next time you sit down to write.

**Conferences**

We will schedule one or two conferences during the semester. Conferences are a chance for us to talk one-on-one about your writing and progress in the course. All conferences will be held in my office (LAN 262).

**Participation and Attendance**

Our class meetings involve lots of active learning. Lectures are brief, and most of the class time involves reading, writing, research, and discussion activities. The participation grade includes class attendance, coming to class prepared (e.g. bringing rough drafts), and participating in the day’s activities. You have **three unexcused absences** over the course of the semester. **Four or five unexcused absences** will negatively affect your participation grade. You will fail the class at **nine or more unexcused absences**.

Excused absences: All university-sponsored events are excused absences. I do not require doctor’s notes when you are sick. You can contact the Office of Student Rights and Responsibilities (OSRR) to request an absence notification be sent to your instructors.

Athletes: Please tell me if you are an athlete whose team will travel this semester. I will watch MySFA for travel notices; however, I may miss them and mark you absent. I recommend emailing me a reminder before each travel date.

**Other Information**

- All major assignments should follow the MLA Style Guide.
• All major assignments should be formatted as follows: 12pt, Times New Roman, double-spaced, 1" margins.

**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.

**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)

*Plagiarism in ENG 132:* The writing you turn in or otherwise share with me and your group must be your own. You will not receive credit for any essay that contains plagiarized ideas or writing, and a Report of Academic Dishonesty will be submitted.

We will look at how to represent and give credit to the ideas and writing of others. Please let me know if at any point you do not know how to properly document your research.

**Late Work**
All work must be turned in on the day that it is due. This includes rough drafts and reading annotations. Your participation grade will be negatively affected if you are regularly late with work or are not prepared for class.

**Withheld Grades**
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
ADA Notice
It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), as amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

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/.

Statement as a Responsible Employee / Lumberjacks Care

SFA strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the university’s Title IX coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/Lumberjacks-care.