ENG 132.031 – Research and Argument
Department of English & Creative Writing

Instructor: Andrew Markus
Time: 11:00 AM - 12:15 PM
Room: Ferguson 381
Email: markusaj@jacks.sfasu.edu (Please use Outlook email for all communication. I do not rely on D2L email, and it is not an effective way to contact me. I read and respond to emails within the business week, M-F 8:00 a.m.-5:00 p.m.)
Office: Ferguson 283 (in the aisle of offices)
Office Hours: 2:00-4:30 Wednesday or by appointment via email

Required Texts
Lumberjacks Write (to be provided by the English Department)
I dedicated journal for class work (preferably with pockets for storing handouts) which I will look at from time to time
All other course materials will be provided through D2L

Catalog Description
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

Disclaimer
The instructor reserves the right to change the syllabus, assignments, policies, and schedules as needed to meet the needs of students and with ample notice.

Course Description
Welcome to ENG 132! This class is designed to facilitate your development as writers in a professional and academic setting. We will build on the skills you developed in ENG 131 and focus heavily on developing your research skills. You will learn to breakdown academic sources, explore the conversation around a given topic, and even engage the conversation with your own well-researched ideas. We will also spend a lot of time on MLA and citations as well as selecting the best sources. Additionally, this class will incorporate digital resources like D2L, Outlook, Word, Google Docs, and Grammarly to familiarize you with useful tools.

This is a writing intensive class. All the PowerPoints in the world do nothing if you don’t actively engage with the material and practice the skills. To this end, you will be doing a significant amount of writing in class. Some of this will be practicing the materials you learn in
your reading, and other in class writing will be you drafting your major assignments so that I can help you along with immediate assistance.

**Course 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 class each week to prepare for and participate in this course.

**Student Learning Outcomes for ENG 132**

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

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multistep, persuasive essay (Critical Thinking); Understand the role of personal responsibility in the inevitable choices involved in the
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (Critical Thinking);
- 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).

**Grades**

All assignments should be in proper MLA format (12 pt. Times New Roman, double spaced lines, no extra spacing between lines, page numbers in top, right-hand corner, the MLA header, a title, 1-inch margins, works cited if necessary) and should demonstrate care in producing them. This means being free of typos, poor organization, or anything that is blatantly incorrect when looking through it.
**Note:** Presentation is an important factor in academic work. Taking care to make sure your document looks clean and professional demonstrates your care with your work and the effort you put in. Taking the time to make sure your work looks nice can have a drastic impact on how well it is received, how effectively it communicates, and your grade.

- **A paper:** This paper meets all the requirements of the assignment, is professional and largely clear of grammatical errors. The organization is clear and logical, the thesis is apparent and reasonable, and the evidence supporting the claims is well chosen. This paper is smooth, engaging, and insightful about its subject.
- **B paper:** This paper meets all the requirements of the assignment, is fairly professional and is mostly clear of grammatical errors. This paper is not as sophisticated as an A paper but makes its point clearly and well with useful evidence.
- **C paper:** This paper is average. It demonstrates a clear attempt to complete the assignment and meets most of the requirements. The thesis is difficult to find or understand, but it is still there. The evidence relates to your claims but is not the best or is misused. There are unprofessional issues (like missing MLA or avoidable typos) and several grammatical issues.
- **D paper:** This paper fails to meet many of the requirements of the assignment, has poor organization, careless errors, and shows a lack of effort. The thesis is underdeveloped or absent, and the evidence is poor or irrelevant. It has glaring and recurrent grammatical errors.
- **F paper:** This paper does not follow the assignment guidelines, does not meet the word count, or is illegible. This paper may lack a thesis or make claims that it does not support with evidence. It is grammatically unsound.

**Assignments**

**Rough Drafts:** Rough drafts should meet all the requirements of the assignment and represent significant effort on the student’s part. This means it has all components of the assignment, meets word/page count, and follows instructions.

**Final Drafts:** I give extensive feedback on all rough drafts for major assignments. When you submit your final draft, I expect the edits I have given to be made to your essay. This means reading my feedback and incorporating it along with you own edits, developments, and corrections. You may not incorporate all of my edits, but the draft must reflect an active attempt to refine and improve your work. **Failure to significantly edit your final draft will result in a zero (0) until the corrections have been made.** The highest possible grade you can receive after failing to make edits when submitting is a seventy (70).

- **Proposal Essay** *(Major assignment, 15%)*: For this assignment you will identify an issue you wish to work with, the argument you wish to make, and the evidence you wish to incorporate to make your case. This assignment will require you to begin finding good sources and work with them.
Summary and Response (Major assignment, 15%): You will read an assigned text based on your topic, summarize it and the main points, and evaluate them. This assignment will require you to incorporate basic essay building skills developed from ENG 131 and successfully differentiate between summary and analysis.

Annotated Bibliography (Major assignment, 15%): The last half of the course emphasizes your ability to build an argument. This assignment will be the foundation for your last major assignment, so it is important to do your best now. You will find and annotate a selection of sources based on your proposal essay topic. This will include both academic and non-academic sources. Each annotation should include a correct MLA citation, a summary of the source, an analysis of its credibility and potential used in your research paper, and useful quotes.

Research Project (Major assignment, 25%): This assignment represents the culmination of all of the skills you have built throughout the class. Using the information gathered in the annotated bibliography, you will write a persuasive essay to support a stance on your chosen topic. You will incorporate, facts, statistics, quotes, and other evidence from multiple sources to argue your point.

Final (Major assignment, 5%): This assignment is relatively brief compared to other major assignments and will demonstrate your skill building over the course of the semester. The exact form is to be determined. We will discuss it further in class as the semester goes on.

Daily Work (15%, averaged from all activities): This can vary from class to class, but keep in mind that 0 can quickly skew an otherwise good grade.

Participation, Attendance, & Group Work (10%): You essentially start off with these points. Disruptions, noncompliance, and poor behavior deduct from this over time. Failure to attend class will also reduce this grade once your free absences are used up. These are easy points if you participate regularly. You will frequently be asked to group together for in-class assignments, and we will be conducting peer review workshops for each assignment. This is your opportunity to get help from neighbors, share ideas, problem solve among each other, and pick up tricks that others have learned. You will be graded based on your overall participation. Missing peer review workshops will negatively impact your grade.

**Attendance**
This comprises 10% of your grade in this class. Everyone has three (3) unexcused absences for which there are no penalties. After this, all absences not approved by the school will be counted against your final grade. Each absence is worth a third of your attendance/participation grade. Seven absences or more will result in an automatic F for the course. If you are aware that you will need to miss class at some point, please let me know. University sponsored events that will require you to miss should be addressed with me well in advance. If there are complicated circumstances, it is in your interest to meet with me and discuss them so we can devise a game plan. You are responsible for all work/notes you miss. I will not give a private lecture. In-class assignments cannot be made up. All major assignments are due on the assigned day regardless of your attendance unless we have made prior arrangements.
Preparedness
This is critical. We will be working on a lot of the material in class and you must be able to participate. You are expected to have your journal, writing utensils, handouts, and any required work with you for each class. You are responsible for having printed copies of major assignments for peer review when instructed. Failure to bring necessary materials to class will have a negative impact on your grade.

We will frequently do in-class assignments based on assigned reading (quizzes, group activities, and the like), so it is important to read everything when assigned.

Behavior
More than any individual skill you might learn in this class, learning how to treat you peers with respect and successfully navigate the academic environment is a crucial development. I want to encourage you to befriend one another, share notes, proofread each other’s papers, and establish healthy, professional relationships with the people around you. This is especially useful when you need to speak with your professors or get help from them.

Every student should be comfortable speaking and expressing their ideas in the classroom setting. You do not have to agree with them, but you do have to treat them with respect.

In-class Policies:
- No phones out unless expressly permitted
- Food and drink are allowed so long as you are not noisy and do not make a mess
- Do not sleep in class
- Do not chat during lecture (that doesn’t mean don’t ask questions)
- Do not mock, bad mouth, provoke, or harass other students
- Do not belittle others because of different stances

This is just a general guideline for student behavior. You are adults. I know you know what is and isn’t appropriate for class. If you are disruptive, I will give you a warning, and if you continue, I will ask you to leave (which is an absence). Persistent disruption or failure to participate in class will negatively impact your grade.

Outside of Class: Being rude doesn’t help you and doesn’t help me. I will treat you with courtesy and I expect the same. If you email me, please send a polite, formal email as described in this link: https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087. Please be punctual to the agreed upon meeting time. Consider how it reflects on you to submit work late, to turn in material you are aware is underdeveloped, or to deal discourteously with me or others. You will find your experience much more pleasant if you put your best foot forward. Also, make sure to spell names correctly. It’s an act of courtesy that will carry you far.
I check and respond to emails within the business week (M-F, 8:00 a.m. - 5:00 p.m.), so I strongly advise emailing me any questions you have well in advance to ensure you have time to get and apply my feedback.

**Submission Policy & Late Work**
Discussion posts, major assignments, and other graded works in a digital medium are due in D2L before class starts. 5% will be deducted if you turn it in later that day. If you submit it the next day, it becomes a 10% penalty and every additional day late adds another 10% penalty. This continues until your highest possible grade is a seventy (70). You may still submit late work within thirty (30) days of the due date. Late rough drafts may prevent you from getting feedback in a reasonable time, but you are still responsible for submitting your final draft when due unless you have worked out a plan with me.

All submitted assignments:
- Should be in MLA format
- Submitted to the assigned D2L dropbox
- Should not be sent through email
- Should not be delivered in print
- Will be counted late if they are submitted anywhere but the assigned dropbox

**Withheld Grades**
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.

**Academic Integrity/Plagiarism**
This class aims to prepare you for any future writing you might face. For this reason, plagiarism of any sort is a disservice to yourself. If you have concerns about an assignment, please come speak with me during office hours.

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. 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.

**Resources:**
- SFA Counseling Services
  Phone: (936) 468-2401, Email: counseling@sfasu.edu, SFACounselingClinic@sfasu.edu
- SFA Student Health Clinic
  Phone: (936) 468-4008 Email: healthservices@sfasu.edu
- Office of Violence Against Women
  Phone: (936) 468-2133
- Family Crisis Center of East Texas – Campus Office
  Phone: (936) 468-7233, (800) 828-7233 (24-hour crisis line)

**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/.
Phone: (936) 468-3004, Hours: Mon – Fri, 8 a.m. – 5 p.m.

**Mental Health**
Taking care of your mental health is an important part of succeeding in college. Seriously, take the time to get some sleep, eat a nice meal, and take some personal time. Budget time for work and play, and when you are feeling overwhelmed you can talk to professionals on campus. The SFA Counseling Clinic is at your disposal and your tuition has already covered it.
Phone: 936-468-2401. Location: Rusk Building 3rd Floor, Email: counseling@sfasu.edu
Office Hours: M-F 8:00 a.m. - 5:00 p.m.
Appointments: http://www.sfasu.edu/counselingservices/104.asp

**Learning Resources**
There are a variety of services available to students to make your work more navigable.

**AARC:** The Academic Assistance and Research Center in the library provides tutoring in a wide variety of subjects, including English. They can help you work through issues in your paper and develop specific skills you need to hone. Please remember they are there to help you, not do your work for you. Treat them with respect.

Phone: 936-468-4108, Location: Ralph W. Steen Library 1st Floor, Email: aarc@sfasu.edu

They offer:
- Walk in tutoring for students looking for quick help
- Digital services through the Online Writing Lab (check D2L)
- 1:1 Appointments (online and in-person) winfieldkl@sfasu.edu.

**OWL:** An extension of the AARC, the Online Writing Lab is designed to give you feedback on your papers. Many students find it highly advantageous to have another set of eyes on their paper. This has the added benefit of not requiring you to set up an appointment or travel from your residence.

**Grammarly:** Though it is by no means infallible, Grammarly is sometimes helpful in spotting errors in our papers that we simply skip over. This also helps for things like sending emails, making thoughtful comments online, or any other digital writing.

**Microsoft Word:** Make sure you pay attention when Word is underling any of your writing. Use its feedback. It isn’t always right, but make sure before you ignore any suggestions.

**Purdue Owl:** It is impossible to overstress the usefulness of Purdue Owl. From figuring out what you need to do in a writing assignment, to MLA guidelines, to grammatical help, Purdue is a very useful tool to quickly search out a solution to your problems.

**Schedule**

**STUDENTS:** For specific daily reading materials, please refer to the day’s corresponding itinerary in D2L. All readings must be completed **BEFORE** the next class so we can discuss them.

Please look ahead to the upcoming day and make sure you have all the materials you will need to participate in class (Pens, pencils, notebook paper). This means having printed copies of articles and materials we will be working on. Alternatively, you may use your laptop if you have one. For the Website Review, I recommend bringing printed screenshots if you will not be using a device to access your site in class.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Major Assignments</th>
<th>Class Work</th>
<th>Major Deadlines</th>
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<tbody>
<tr>
<td>F/2019</td>
<td></td>
<td>Aug 26, 2019 - Dec 13, 2019</td>
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<tr>
<td>Date</td>
<td>Section</td>
<td>Topics</td>
<td>Due:</td>
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<tr>
<td>1/16</td>
<td>SYLLABUS</td>
<td>Review of the syllabus, Navigating D2L, D2L Phone Notifications Introducing the Proposal Essay Assignment</td>
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<tr>
<td>1/21</td>
<td>PROPOSAL</td>
<td>Word &amp; Formatting, Academic Writing Styles, Picking a Topic, Learning the Library</td>
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<tr>
<td>1/28</td>
<td>PROPOSAL</td>
<td>Thesis &amp; Main Ideas, How to Peer Review, Peer Review</td>
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<tr>
<td>1/30</td>
<td>PROPOSAL</td>
<td>Outlook, Email Etiquette, Revising &amp; Editing Methods</td>
<td>Due: Proposal Essay Rough Drafts</td>
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<tr>
<td>2/4</td>
<td>PROPOSAL</td>
<td>Introducing EBSCO, Picking a Source (Library &amp; EBSCO), (Possibly in the Library)</td>
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<tr>
<td>2/6</td>
<td>PROPOSAL</td>
<td>Introduce the Summary &amp; Response Assignment, Summary, Analysis &amp; Opinion</td>
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<td>2/11</td>
<td>SUMMARY &amp; RESPONSE</td>
<td>The Rhetorical Situation, Code Switching/Tailored Message Exercise</td>
<td>Due: Proposal Essay Final Drafts</td>
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<td>2/13</td>
<td>SUMMARY &amp; RESPONSE</td>
<td>The Rhetorical Triangle, Rhetorical Appeals Analysis, Practice Summary &amp; Response</td>
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<tr>
<td>2/18</td>
<td>SUMMARY &amp; RESPONSE</td>
<td>Writing Styles Review, (Academic vs Casual, Things to avoid), Peer Review</td>
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<tr>
<td>2/20</td>
<td>SUMMARY &amp; RESPONSE</td>
<td>Fallacies (Uses &amp; Abuses), Fallacy Identification, Make a Claim with Fallacies</td>
<td>Due: Summary &amp; Response Rough Draft</td>
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<tr>
<td>2/25</td>
<td>SUMMARY &amp; RESPONSE</td>
<td>Article Rhetoric Breakdown, Debate</td>
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<td>2/27</td>
<td>SUMMARY &amp; RESPONSE ANNOTATED BIB</td>
<td>Introducing the Annotated Bibliography Assignment, Purdue Owl, MLA (Books)</td>
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<td>Date</td>
<td>Subject</td>
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<td>3/3</td>
<td>ANNOTATED BIB.</td>
<td>What an Annotation Looks Like MLA (Websites) Practice Citations</td>
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<td>3/5</td>
<td>ANNOTATED BIB.</td>
<td>MLA (Databases) Citation Generators (the Dangers) Annotated Bibliography Drafting</td>
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<td>3/10</td>
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<td>Spring Break</td>
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<td>3/12</td>
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<td>Spring Break</td>
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<tr>
<td>3/17</td>
<td>ANNOTATED BIB.</td>
<td>Peer Review</td>
<td>(Mar. 18 is the last day to drop SFA courses)</td>
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<td>3/19</td>
<td>ANNOTATED BIB.</td>
<td>Weird MLA In-text Citations In-text Citation Practice</td>
<td>Due: Annotated Bibliography Rough Draft</td>
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<td>3/24</td>
<td>ANNOTATED BIB.</td>
<td>What is the Conversation? Source Report (Claims, Reasons, Evidence)</td>
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<td>3/26</td>
<td>ANNOTATED BIB.</td>
<td>Annotated Bib. Structure Reminder Incorporating Evidence Checking Our Citations</td>
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<td>3/31</td>
<td>RESEARCH PROJECT</td>
<td>Introducing the Research Project Drawing up Outlines</td>
<td>Due: Annotated Bibliography Final Draft</td>
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<tr>
<td>4/2</td>
<td>RESEARCH PROJECT</td>
<td>Writing Introductions</td>
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<td>4/7</td>
<td>RESEARCH PROJECT</td>
<td>Sign up for Conferences Research Project Drafting</td>
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<td>4/9</td>
<td>RESEARCH PROJECT</td>
<td>Easter</td>
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<td>4/14</td>
<td>RESEARCH PROJECT</td>
<td>Discuss the Final Peer Review</td>
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<td>4/16</td>
<td>RESEARCH PROJECT</td>
<td>Questions Catch Up</td>
<td>Due: Research Project Rough Draft</td>
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<td>4/21</td>
<td>RESEARCH PROJECT</td>
<td>Sample Essay Comparison</td>
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<td>4/23</td>
<td>RESEARCH PROJECT</td>
<td>Sentence &amp; Paragraph Structures Editing &amp; Revision</td>
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<tr>
<td>4/28</td>
<td>RESEARCH PROJECT</td>
<td>Continue Drafting</td>
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<td>4/30</td>
<td>RESEARCH PROJECT</td>
<td>Continue Drafting</td>
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<tr>
<td>5/5</td>
<td></td>
<td>Finals</td>
<td>Due: Finals</td>
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<tr>
<td>5/7</td>
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<td>Finals</td>
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